

**EFFECTIVENESS OF SCHOOL BASED EDUCATION ON LEVELS OF  
KNOWLEDGE, ATTITUDE AND EXPRESSED PRACTICES REGARDING  
PREVENTION OF SEXUAL ABUSE AMONG SCHOOLERS AT SELECTED  
SCHOOLS, VELLORE”.**

**M.Sc (NURSING) DEGREE EXAMINATION  
BRANCH-II CHILD HEALTH NURSING**

**SRI NARAYANI COLLEGE OF NURSING**

**VELLORE-55.**



*A Dissertation Submitted to*

**THE TAMIL NADU DR. M.G.R. MEDICAL UNIVERSITY,**

**CHENNAI - 600 032.**

*In partial fulfillment of the requirement for the degree of*

**MASTER OF SCIENCE IN NURSING.**

**APRIL-2016.**

## **CERTIFICATE**

This is to certify that this dissertation titled “**EFFECTIVENESS OF SCHOOL BASED EDUCATION ON LEVELS OF KNOWLEDGE, ATTITUDE AND EXPRESSED PRACTICES REGARDING PREVENTION OF SEXUAL ABUSE AMONG SCHOOLERS AT SELECTED SCHOOLS, VELLORE**” is a bonafide research work done by **Mrs. ARIVUKKODI.S**, Sri Narayani College of Nursing, Vellore – 55, in partial fulfilment of the requirement for the degree of Master of Science in Nursing, Branch II – Child Health Nursing, under my guidance and supervision during the academic year. 2014-16.

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**ARIVUKKODIS**

## **ABSTRACT**

Child sexual abuse includes any activity that uses a child to create sexual gratification either in themselves or in others. The intent to use children in any way to create sexual arousal is illegal. This criminal behavior that is aggressively prosecuted and severely punished by the legal system of India IPC Section 12 with 3 years imprisonment and fine for child sexual abusers.

## **STATEMENT**

Effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore.

## **OBJECTIVES**

1. To assess the pretest levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for both experimental and control groups.
2. To assess the effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for experimental group.
3. To associate the posttest levels of knowledge, attitude & expressed practices regarding prevention of sexual abuse with selected demographic variables among schoolers for experimental group.

## **METHODS**

The research design selected was True experimental design. Simple random sampling Technique was adopted to select 30 schoolers in the experimental and 30 in the control group. Descriptive and inferential statistics were used for analysis and interpretation of data.

## **RESULTS**

Nearly half of the schoolers were 14 (47%) around the age of 11 years in the experimental and control group. Majority of schoolers 26 (87%) belongs to urban areas in the experimental group and nearly three fourth of schoolers 22 (73%) belongs to urban area in the control group. Nearly half of the schoolers 14 (47%) were birth order of two in the experimental group and 18(60%) were birth order of two in the control group.

More than one quarter 10 (33%) fathers were graduate and above in the experimental and in the control group. Around 10 (33%) mothers were graduate and above in the experimental group and where as in the control group. 10 (33%) mother's had education upto higher secondary level. Association between the post- test levels of Knowledge, among schoolers and selected demographic variables reveals that, father's education, mother's education are statistical significant level at ( $p < 0.05$ ) whereas, age, type of family, area of residence, currently living with, family income, father's or guardian occupation, mother's or guardian occupation, previous knowledge of sexual abuse and previous history of sexual abuse are not significant.

Regarding the effectiveness of school based education the pretest knowledge mean score was 15.04 and  $\pm$  SD is 3.06. After school based education post-test mean



score increased to 20.6 and  $\pm$  SD decrease to 2.72. The calculated paired 't' test value 40.88 is greater than that of the table value 2 which is significant at  $p < 0.05$  level. The pre-test attitude mean score is 30.6 and SD is  $\pm$  15.92. After school based education post-test mean score is increased to 41.96 and  $\pm$  SD is 16.24. The calculated paired 't' test value 34.36 is greater than that of the table value 2 which is highly significant at  $p < 0.05$  level. The pre-test expressed practices mean score is 37.2 and  $\pm$  SD is 20.32. After school based education the post- test mean value is increased to 49.88 and SD is decreased to  $\pm$  15.91. The calculated paired-'t' test value 32.93 is greater than that of the table value 2 which is significant at  $p < 0.05$  level.

## **CONCLUSION**

From the study findings, it can be concluded that the school based education was effective in improving the levels of knowledge, positive attitude and positive expressed practices regarding prevention of sexual abuse among schoolers.

**Key words:** Effectiveness, school based education, levels of knowledge, attitude and expressed practices, schoolers.

## TABLE OF CONTENTS

CHAPTER NO.	CONTENTS	PAGE NO.
<b>I</b>	<b>INTRODUCTION</b>	
		1
	• Need for the study	2
	• Statement of the problem	8
	• Objectives of the study	9
	• Operational definition	9
	• Research hypotheses	10
	• Limitation	10
	• Conceptual Framework	11
<b>II</b>	<b>REVIEW OF LITERATURE</b>	14
<b>III</b>	<b>RESEARCH METHODOLOGY</b>	
	• Research approach	36
	• Research design	36
	• Setting of the study	37
	• Population of the study	37
	• Sample technique	38
	• Sample size	38

<b>CHAPTER NO.</b>	<b>CONTENTS</b>	<b>PAGE NO.</b>
	<ul style="list-style-type: none"> <li>• Criteria for sample selection</li> </ul>	38
	<ul style="list-style-type: none"> <li>• Variables</li> </ul>	38
	<ul style="list-style-type: none"> <li>• Description of the instrument</li> </ul>	39
	<ul style="list-style-type: none"> <li>• Validity and Reliability</li> </ul>	41
	<ul style="list-style-type: none"> <li>• Pilot study</li> </ul>	42
	<ul style="list-style-type: none"> <li>• Data collection procedure</li> </ul>	42
	<ul style="list-style-type: none"> <li>• Data analysis plan</li> </ul>	44
<b>IV</b>	<b>DATA ANALYSIS AND INTERPRETATION</b>	43
<b>V</b>	<b>RESULT AND DISCUSSION</b>	81
<b>VI</b>	<b>SUMMARY AND RECOMMENDATIONS</b>	
	<ul style="list-style-type: none"> <li>• Summary</li> </ul>	91
	<ul style="list-style-type: none"> <li>• Nursing implication</li> </ul>	95
	<ul style="list-style-type: none"> <li>• Recommendations</li> </ul>	97
	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	98
	<b>REFERENCES</b>	99

### LIST OF TABLES.

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
1.	Frequency and percentage distribution of schoolers according to age in years.	47
2.	Frequency and percentage distribution of schoolers according to area of residence.	48
3.	Frequency and percentage distribution of schoolers according to birth order.	49
4.	Frequency and percentage distribution of schoolers according to number of siblings.	50
5.	Frequency and percentage distribution of schoolers according to type of family.	51
6.	Frequency and percentage distribution of schoolers according to currently living with.	52
7.	Frequency and percentage distribution of schoolers according to family income.	53
8.	Frequency and percentage distribution of schoolers according to father's or guardians education.	54
9.	Frequency and percentage distribution of schoolers according to mother's or guardians education.	55
10.	Frequency and percentage distribution of schoolers according to father's or guardians occupation.	56
11.	Frequency and percentage distribution of schoolers according to mother's or guardians occupation.	57
12.	Frequency and percentage distribution of schoolers according to previous knowledge on sexual abuse.	58
13.	Frequency and percentage distribution of schoolers according to previous history of child sexual abuse.	59

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
14.	Analysis of pre-test and post test levels of knowledge regarding prevention of sexual abuse among schoolers. (Experimental group)	60
15.	Analysis of pre-test and post test levels of attitude regarding prevention of sexual abuse among schoolers. ( Experimental group )	61
16.	Analysis of pre-test and post-test levels of expressed practices regarding prevention of sexual abuse among schoolers ( Experimental group )	62
17.	Analysis of pre-test and post test levels of knowledge regarding prevention of sexual abuse among schoolers. ( Control group )	63
18.	Analysis of pre-test and post test levels of attitude regarding prevention of sexual abuse among schoolers ( Control group )	64
19.	Analysis of pre-test and post test levels of expressed practices regarding prevention of sexual abuse among schoolers . (Control group)	65
20.	Comparison of Pre and Post-test mean levels on Knowledge regarding prevention of sexual abuse among schoolers in experimental group.	66
21.	Comparison of Pre and Post-test mean levels on Attitude regarding prevention of sexual abuse among schoolers in experimental group.	67
22.	Comparison of Pre and Post-test mean levels on expressed practices regarding prevention of sexual abuse among schoolers in experimental group.	68

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
26.	Association between the post- test levels of Knowledge, among schoolers and selected demographic variables	72
27.	Association between the post- test levels of attitude levels, among schoolers and selected demographic variables	75
28.	Association between the post- test levels of expressed practices, among schoolers and selected demographic variables	78
23.	Comparison of Pre and Post-test mean score on levels of Knowledge regarding prevention of sexual abuse among schoolers in control group.	69
24.	Comparison of Pre and Post-test mean score on levels of Attitude regarding prevention of sexual abuse among schoolers in control group .	70
25.	Comparison of Pre and Post-test mean score on levels of expressed practices regarding prevention of sexual abuse among schoolers in control group.	71

### LIST OF FIGURES.

FIGURE NO.	TITLE	PAGE NO.
1	Conceptual framework	13
2	Research design	45
3	Bar graph showing percentage distribution of schoolers according to age in years	47
4	Bar graph showing percentage distribution of schoolers according to area of residence	48
5	Cylinder graph showing percentage distribution of schoolers according to birth order.	49
6	Cylinder graph showing percentage distribution of schoolers according to number of siblings.	50
7	Bar graph showing percentage distribution of schoolers according to types of family	51
8	Cylinder graph showing percentage distribution of schoolers according to currently living.	52
9	Bar graph showing percentage distribution of schoolers according to family income/ month.	53

<b>FIGURE NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
10	Cone graph showing percentage distribution of schoolers according to father's or guardians education.	54
11	Column graph showing percentage distribution of schoolers according to mother's or guardians education.	55
12	Cone graph showing percentage distribution of schoolers according to father's or guardians occupation.	56
13	Cylinder graph showing percentage distribution of schoolers according to mother's or guardians occupation.	57
14	Cone graph showing percentage distribution of schoolers according to previous knowledge on sexual abuse.	58
15	Cylinder graph showing percentage distribution of schoolers according to previous history of child sexual abuse.	59
16	Cylinder graph showing percentage distribution of schoolers according to pre and posttest levels of knowledge. (Experimental group).	60
17	Cone graph showing percentage distribution of schoolers according to pre and posttest levels of attitude. (Experimental group).	61
18	Bar graph showing percentage distribution of schoolers according to pre and posttest levels of expressed practices. (Experimental group).	62



<b>FIGURE NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
19	Bar graph showing percentage distribution of schoolers according to pre and posttest levels of knowledge. (Control group).	63
20	Cylinder graph showing percentage distribution of schoolers according to pre and post-test levels of attitude. (Control group).	64
21	Doughnut chart showing percentage distribution of schoolers according to pre and posttest levels of expressed practices. (Control group).	65

## LIST OF APPENDICES

APPENDIX	TITTLE	PAGE NO.
A	Letter seeking permission to conduct pilot study	i
B	Letter seeking permission to conduct main study	ii
C	Letter granting permission to conduct main study	iii
D	Certificate of validation	iv
E	Letter requesting participation in the study	v
F	List of experts for tool validation	vi
G	Certification of English editing	vii
H	Certification of Tamil editing	viii
I	Data collection instrument -English Part I -Demographic variables Part II – (a) knowledge related to prevention of sexual abuse (b) Attitude related to prevention of sexual abuse attitude (c) Expressed practices related to preention of sexual abuse (d) School based education Lesson plan.	ix

<b>APPENDIX</b>	<b>TITTLE</b>	<b>PAGE NO.</b>
J	<p>Data collection instrument – Tamil</p> <p>Part I -Demographic variables</p> <p>Part II – (a) knowledge related to prevention of sexual abuse</p> <p>(b) Attitude related to prevention of sexual abuse attitude</p> <p>(c) Expressed practices related to preention of sexual abuse</p> <p>(d) School based education Lesson plan</p>	x

### **ABBREVIATIONS.**

<b>UNICEF</b>	United Nation International Children Education Fund
<b>ISPCAN</b>	Plan International and International Society For Prevention Of Child Abuse And Neglect
<b>WHO</b>	World Health Organization
<b>UN</b>	United Nation
<b>EG</b>	Experimental Group
<b>CG</b>	Control Group
<b>ANA</b>	American Nurses Association
<b>SBE</b>	School based education
<b>CSA</b>	Child sexual abuse
<b>UK</b>	United Kingdom
<b>CSAPP</b>	Child Sexual Abuse Prevention Program
<b>ICC</b>	Infraclass Correlation Coefficient

# CHAPTER-I

## **CHAPTER -1**

### **INTRODUCTION**

**"Safety and security don't just happen; they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear."**

**Nelson Mandela,**

Children are considered as valuable assets for a nation. During their phase of physical, psychosocial and emotional maturation, they develop certain behavior which moulds them as a unique person to lead a productive life for which, adults are responsible crucially. Children have their own rights to live in the healthy society like to be physically and mentally healthy, to have medical facilities, education, without any gender discrimination.

At the same time, children are exposed to vulnerable risk in the environment by the adults during their phase of maturation. Even beyond this legislation children are often maltreated in many forms at home, school, and day care centers by the caretakers and others.

One of this maltreatment is child sexual abuse which constitutes physical, emotional and sexual exploitation or neglect. Child sexual abuse is not just as an

individual or family problem but it is a national issue which concerns a health professional seriously.

The UN Secretary General's study on Violence against children has given an overview of the situation of abuse and violence against children across the globe wherein WHO estimates that almost 53,000 child deaths in 2012 were due to child homicide.

The Global School-Based Student Health Survey (2012) was carried out in a wide range of developing countries, between 20% and 65% of school going children reported having been verbally or physically abused.

Asia has a high density population where the issues of child labour and child sexual exploitation are also high. Political instability and other internal disturbances, including conditions of insurgency in many countries of Asia are also creating major problems, which in turn increases number of child, refugee children, trafficked children and children on the streets.

The main factors that contribute to the magnitude to the problem of child sexual abuse are poverty, illiteracy, caste system landlessness, and lack of economic opportunities, Rural-urban migration, population grown, political instability and weak implementation of legal provisions, also exaggerate the problem.

Reliable data on the incidence of child abuse and of knowledge of methods of prevention and treatment has been recognized and are being addressed by sovereign governments, national and international organization e.g., UNICEF, save the Children, Plan International and International Society For Prevention Of Child Abuse And Neglect (ISPCAN).

## **NEED FOR THE STUDY**

Child sexual abuse is a common crisis that is occurring all over the world in every religion and social class. Elders / care givers usually want good parenting skills. They do not try to become bad parents; very few people actually act out to abuse or neglect their actual children who crossed the line due to stressors and or lack of coping skills. More often it results in emotionally damaged human beings who continue to abuse themselves and others in a variety of ways.

Children are terrific—happy, innocent, and free. They can remind us of what is best about ourselves. When they are sexually abused, that happiness is diminished sometimes for life. Child sexual abuse is a phenomenon that cuts across all boundaries. It is just one of the worst forms of child abuse. Children are suffering from a hidden epidemic of child sexual abuse. Sexual violence against children is most commonly perpetrated by someone known to the child, but assaults by strangers in the community happen as well.

UNICEF (2011) estimated that two million children died as a result of armed conflict during a recent 10 year period, and that another six million were injured or disabled in worldwide.

According to World Health Organization (WHO 2013) states that among south Asian countries sexual violence has numerous and serious immediate and long term consequences which include physical injury sexually transmitted infection, emotional trauma and even death. In older children it may result in unwanted pregnancy and unsafe



abortion. Other social complication includes poor school performance, rejection by family and society and abusive behavior in later life.

A study conducted by Martin in USA (2011) reviewed the advantages as well as criticism of child sexual abuse prevention programmes. They recognize that the component of successful programmes include teaching children to identify and resist inappropriate touching, reassuring children that it is not their fault and learning the proper names of genitals. In our country most often sexually abused children make no noise about their traumatic experience, this is that encourages offenders. So this secrecy has to be broken by making the child aware about child sexual abuse, its prevention and management.

A study was conducted in National Center on Child Sexual Abuse and Neglect (2012) to examine the incidence of child sexual abuse estimated that 1,500 children die from abuse each year. There are 1, 40,000 injuries to children from abuse each year, there are 1.7 million reports of child abuse each year. About 5,000 women in North America were molested in childhood. More than million cases of child abuse and neglect are reported each year in the United States. An estimated 1,50,000 to 2,00,000 new cases of sexual abuse occur each year. There were an estimated 9,03,000 victims of maltreatment in US . An estimated 1,100 children died of abuse and neglect a rate of approximately 1.6 deaths per 1, 00,000 children in the general population. Approximately 1/7 girls are sexually molested before the age of 18.

A meta analytic approach was used by Jerin christoper 2013 in Netherland about the effect of child sexual abuse prevention programs to calculate post-test and follow up

effect size of 16 evaluation studies of school programs, aimed at prevention of child sexual abuse victimization. Result shown that significant and considerable mean post-intervention ( $d=0.71$ ) and follow up ( $d=0.62$ ) effect size were found, indicating that victimization prevention programs were successful in teaching children sexual abuse concept and self-protection skill.

A study was conducted by Wilson in South Africa (2013), where data collected from 1,694 Black South African youth aged 8 – 15 of whom 31% are classified as orphaned. The analysis explored the relationship between orphan status and sexual risk. The analysis found female orphans significantly more likely to have engaged in sex as compared to non- orphans (49%vs 39%) and the study revealed that the orphans were nearly one and half more likely than non -orphans to have had sexual abuse.

In India, a descriptive, exploratory study of 155 female children and adolescents who were in foster care to describe the characteristics of girls in foster care who have exhibited sexually abusive behaviors was conducted. The findings reveal that these girls had significant histories of maltreatment, chronic health issues, and foster care placement instability 84% of the girls had been physically abused, 95% were victims of ongoing abuse by the biological parents (78%) sexual abused, 95% were neglected. 51% of the neglect was classified as severe and chronic. 100% of girls had been shown to exhibit sexually abusive and inappropriate behaviors towards other children. (Elizabeth et, al 2012)

According to National committee for the prevention of child abuse (2014), India has more than 375 million children, comprising nearly 40% of the country's population, the largest number of minors in any country in the world. Despite its ethos of non-

violence, tolerance, spirituality and a new trillion-dollar economy, India hosts the world's largest number of sexually abused children, at a far higher rate than any other country. It is estimated that 53.22% children reported having faced one of more forms of sexual abuse and child below 14 years raped every 155 minutes, a child below 10, every 13 hour and one in every 10 children sexually abused at any point of time. In 2012 a study was conducted in Chennai, among 2,211 school going children, indicated a child sexual abuse prevalence rate of 42%. Children of all socio economic groups were found to be equally vulnerable. 48% of girls reported having been severely abused.

National committee for the prevention of child abuse 2011, Annual fifty states survey reported that neglect represents the most common type of reported and substantiated form of maltreatment, 62% involved neglect, 25% physical abuse, 7% sexual abuse, three percent emotional mal-treatment and 4% others

World Tamil Social Forum (2013) reported a record of 1,014 child abuse cases during the first ten months of this year at Chennai, and according to child protection authority statistics 394 child rights violations and 620 child abuse cases were reported during this period.

A survey by Malarvizhi (2007) in Chennai reports that less than 500 cases relating to bodily harm of children are reported annually in the city, according to police records. Of these, several are pending for trial, about two-thirds of all cases are prosecuted and less than one thirds results in conviction. Over a year, a trial court has slammed the mother of three children for allegedly subjecting them to physical violence. The child violence appears to have been physically assaulted repeatedly while in the custody of their mother.

The Hindu 2011 in Tamil Nadu reported sexual harassment of a four-year old girl studying in UKG in a school at kallakurichi by an LKG teacher and the school principal.

The Times of India 2011 reported that the state social welfare department has ordered the closure of child care Centre in Tirunelveli District, Tamilnadu after the police registered on FIR against the centre for allegedly sexually abusing some children through unnatural modes.

A study was conducted by Eenet (2011) to assess prevalence of child sexual abuse. India has the largest number of children (375 million) in the world nearly 40% of its population, 69% of Indian children are victims of physical, emotional, or sexual abuse. New Delhi nation's capital has an abuse rate of over 83%.

Factors influencing child abuse are due to interaction of parental factors, childhood factor and socio cultural factors like values, norms of discipline, family structure, family and situational stresses. Lack of healthy parent-child relationship results in stresses like low self-esteem, depression and unhappy childhood experience in children.

# INCIDENCE OF CRIMES COMMITTEE AGAINST CHILDREN

Sl.No	Crime Head	Years				% Variation in
		2011	2012	2013	2014	2014 over 2013
1.	Rape	2532	2949	3542	4026	13.7
2.	Kidnapping & Abduction	2322	2571	3196	3518	10.1
3.	Procurement of Minor Girls	124	171	205	145	29.3
4.	Selling of Girls for Prostitution	5	36	19	50	163.2
5.	Buying of Girls for Prostitution	9	24	21	28	33.3
6.	Abetment of Suicide	24	25	33	43	30.3
7.	Exposure and Abandonment	644	722	715	933	30.5
8.	Infanticide	115	103	102	108	5.9
9.	Feticide	84	57	86	86	0
10.	Child Marriage Restraining Act	113	63	93	122	31.2
	<b>TOTAL</b>	5972	11633	14423	14975	3.8

Source: National Crime Records Bureau, Ministry of Home Affairs, Govt. of India (2014)

In India, the problem of child sexual abuse has not received great attention. There have been few and sporadic efforts to understand and address the problem. However, child sexual abuse is prevalent in India as in many other countries and there is a need to understand its dimensions and complexities.

A personal experience of the researcher is about 10 years girl was complaining of abdominal pain and painful urination. She avoided going to hospital and her mother enquired researcher about health condition of child. Researcher collected history of the child and she came to know that she was abused by her cousin brother and was scared to talk to anyone about that incident. From the above studies, and personal experiences, the researcher felt that child sexual abuse is an emerging concern in our society. Hence the researcher felt the need to educate and to protect the present generation especially girls from the child sexual abuse. The researcher felt the need for conducting, the effectiveness of school based education on knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools.

This study is aimed to test the knowledge, attitude and expressed practices regarding sexual abuse among schoolers, and to identify knowledge gaps and equip the early adolescent girls to protect themselves from sexual abuse. So, knowledge gap can be resolved by school based education.

## **Statement of the problem**

Effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore.

## **Objectives**

- To assess the pretest levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for both experimental and control groups.
- To assess the effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for experimental group.
- To associate the posttest levels of knowledge, attitude & expressed practices regarding prevention of sexual abuse with selected demographic variables among schoolers for experimental group.

## **Operational definitions :**

### **Effectiveness :**

It is determined by the significant differences between pre and posttest levels of knowledge, attitude and expressed practices among schoolers regarding prevention of sexual abuse.

**School based education:**

It refers to an instructional method adopted by the researcher using the school based education, which consists of organized and sequential representation of information regarding sexual abuse.

**Knowledge :**

The information acquired through school based education regarding prevention of sexual abuse as measured by structured questionnaire prepared by the researcher.

**Attitude :**

Schoolers perception and beliefs regarding prevention of sexual abuse as measured by likert scale prepared by the researcher.

**Expressed Practices :**

It refers to the elicited response of schoolers regarding prevention of sexual abuse as measured by checklist prepared by the researcher.

**Prevention :**

It refers to any action directed towards abolishing child sexual abuse.

**Sexual abuse :**

Sexual abuse is a form of child abuse in which an adult or older adolescent abuses a child less than 13 years of age for sexual pleasure.



**Schoolers :**

It refers to school going girl children studying in VI standard.

**DELIMITATION :**

The data collection period is delimited for 6 weeks.

**HYPOTHESES :**

- **H1**– There is a significant difference between levels of knowledge, attitude and expressed practices before and after school based education among experimental group.
- **H2** – There is a significant association between post-test levels of knowledge, attitude, expressed practices and the selected demographic variables for experimental group.

# CONCEPTUAL FRAME WORK

## GENERAL SYSTEM'S THEORY

General system theory serves as a model for viewing people as interacting with the environment. This theory was developed by Ludwig Von Bertalanffy (1968). The frame work for this study was based upon General System's Theory. The General System's Theory is concerned with changes due to interaction with all the factors (variables) in a situation. A system is defined as a whole with interrelated parts in which the parts have a function and the system as a totality which has a function. Change in any part affects the whole system.

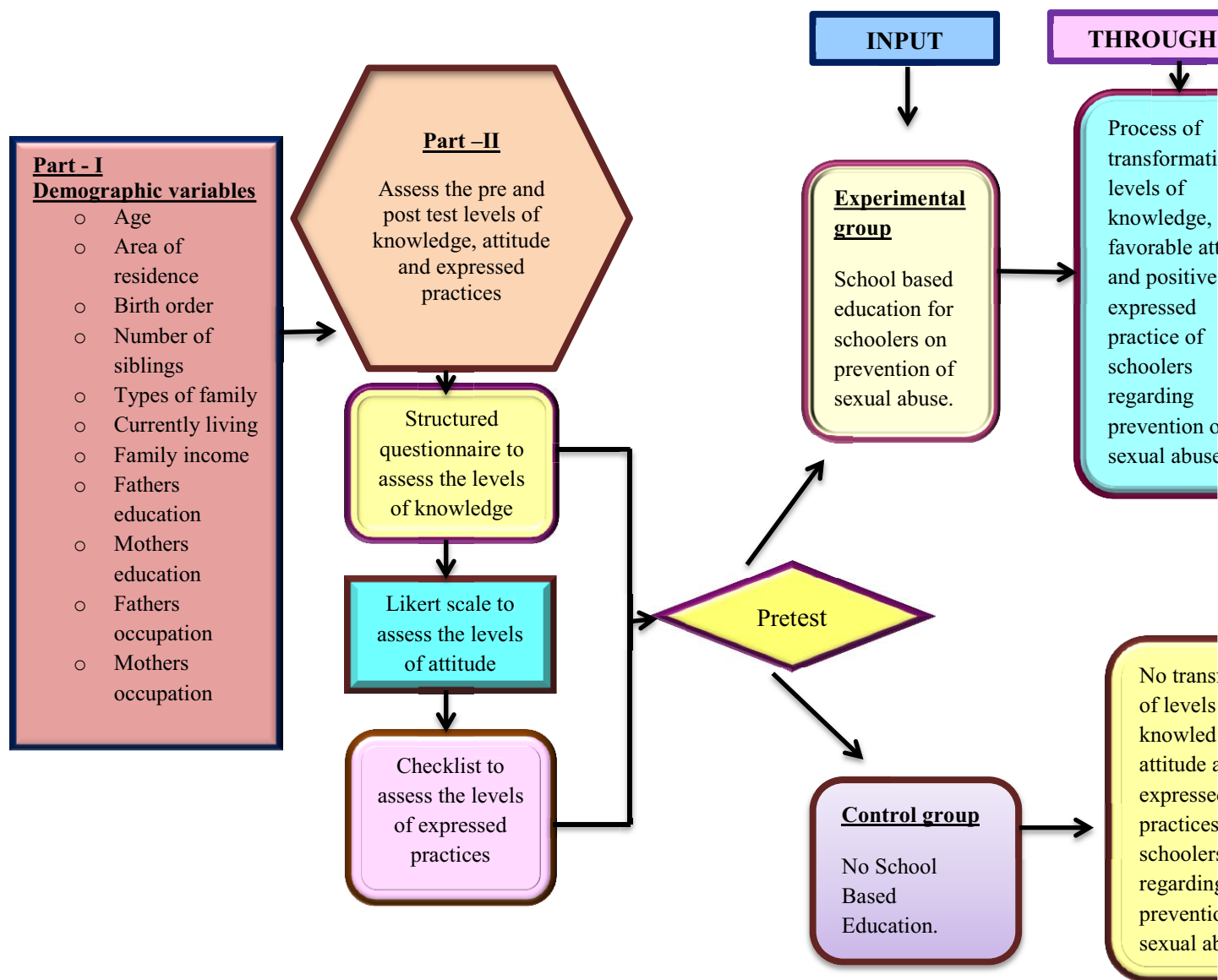
In the General System's Theory, the main concepts are input, throughput and output. Input and output are the process by which a system is able to communicate and react with its environment. Input can be defined as any form of information or material that is transferred to the environment. Throughput is a process that occurs at some point between input and output process.

In this study, the **Input** process includes a school based education on Prevention of sexual abuse.

**Throughput** process includes the influence of transformation of information on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse.

The **output** is a prediction that there may be a change in the levels of knowledge, attitude and expressed practices among the experimental group. For the control group, it

is predicted that there would be some or no change in the levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse.



**Figure 1 : CONCEPTUAL FRAME WORK (ADOPTED FROM LUDWIG VON BERTALANFI SYSTEM THEORY (1968))**

# **CHAPTER-II**

## **CHAPTER - II**

### **REVIEW OF LITERATURE**

A literature review is a body of text that aims to review the critical points of knowledge on a particular topic of research.

**(ANA-2000).**

Review of literature for the study has been done on knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools.

Review of literature in this study is arranged under the following sections: -

**SECTION A:** Prevalence on sexual abuse.

**SECTION B:** Knowledge regarding prevention of sexual abuse.

**SECTION C:** Attitude and Expressed practices regarding prevention of sexual abuse.

**SECTION A: LITERATURE RELATED TO PREVALENCE ON SEXUAL ABUSE.**

**Finkelhor D 2015** conducted a study on Prevalence of Childhood Exposure to Violence, Crime, and Abuse: Results from the National Survey of Children's Exposure to Violence. Via telephone interviews, information was obtained on 4000 children 0 to 17 years old, with information about exposure to violence, crime, and abuse provided by youth 10 to 17 years old and by caregivers for children 0 to 9 years old. Exposure to

violence, crime and abuse was assessed using the Juvenile Victimization Questionnaire. In total, 37.3% of youth experienced a physical assault in the study year, and 9.3% of youth experienced an assault-related injury. Two percent of girls experienced sexual assault or sexual abuse in the study year, while the rate was 4.6% for girls 10 to 17 years old. Overall, 15.2% of children and youth experienced maltreatment by a caregiver, including 5.0% who experienced physical abuse. Children and youth are exposed to violence, abuse, and crime in varied and extensive ways, which justifies continued monitoring and prevention efforts.

**Sumner SA (2015)** conducted a study on Prevalence of sexual violence against children and use of social services among girls in Seven countries 2007-2013. CDC, as a member of the global public-private partnership known as Together for Girls, collaborated with Cambodia, Haiti, Kenya, Malawi, Swaziland, Tanzania, and Zimbabwe to conduct national household surveys of children and youth aged 8-15 years to measure the extent of violence against children. The lifetime prevalence of experiencing any form of sexual violence in childhood ranged from 4.4% among females in Cambodia to 37.6% among females in Swaziland, with prevalence in most countries greater than 25.0%. In most countries surveyed, the proportion of victims that received services including health and child protective services was  $\leq 10.0\%$ . Both prevention and response strategies for sexual violence are needed.

**Sumner SA (2014)** conducted a study on Violence in the United States: Status, Challenges, and Opportunity Interpersonal violence, which includes child abuse, neglect, youth violence, intimate partner violence, sexual violence, and elder abuse which affects millions of US residents each year. More than 10 million children younger than 18 years'

experience some form of maltreatment from a caregiver, ranging from neglect to sexual abuse, but only a small percentage of these violent incidents are reported to law enforcement, health care clinicians, or child protective agencies. Meta-analyses indicate that exposure to physical abuse in childhood is associated with a 54% increased odds of depressive disorder, a 78% increased odds of sexually transmitted illness or risky sexual behavior, and a 32% increased odds of obesity.

**Jennifer et al (2013)** an explorative survey was conducted by UNICEF in the member countries in the year 2012-2013. The study collected data from school children using a structured interview schedule with the help of trainees. The results of the study was concluded that more than half of the samples (771,700) underwent physical neglect, (553,300) were physically abused, 1, 35,000 children were sexually abused and 1, 48,500 children were emotionally abused. The study also concluded that on an average five children die every day because of abuse and neglect in the world.

**Broadhusst D.D (2011)** A cross sectional study was conducted by the National Center for Child Help regarding the current status of child sexual abuse in United Nations of America in 2011. The study used survey method for collecting the data from 507,700 children who were randomly collected from 42 counties. The findings of the study showed that 1, 19,200 children reported that they were being sexually abused; 1,67,800 were physically neglected and 3,81,700 of them were physically abused.

**(UNO) UNICEF, WHO (2010)** The report of a retrospective study conducted by UNO from 2009-2010 AD among children from various countries concluded that almost 53,000 children died in the year 2010 were victims of child sexual abuses. 80 to 90% of children suffered physical punishment at their homes. About 150 million girls and 73



million boys under the age of 18, suffered from forced sexual abuses or other forms of sexual violence during the period of 2010. More than 100 million girls and women in the world had undergone female genitalia mutilation or cutting. And the estimates of the year 2010 shows that 1.8 million children were forced into prostitution and pornography and 1.2 million were victims of trafficking.

**Tiffany Sharples (2010)** A worldwide survey conducted in the year 2010 revealed that 4% to 16% of children are physically abused each year in high income nations including United states, United Kingdom, Australia and Canada As many as 15% are neglected and up to 10% of girls and 5% of boys in these nations suffered severe forms of sexual abuses.

## **SECTION B: LITERATURE RELATED TO KNOWLEDGE REGARDING PREVENTION OF SEXUAL ABUSE.**

**Walworth (2014)**, conducted a study to assess the knowledge awareness of child sexual abuse prevention education among students of grade 6-8 middle school students in Fuxin city, China. Samples were selected randomly. To fill the gap, knowledge of CSA prevention education were explored in 385 students by self-administered anonymous questionnaires. The results concluded that  $p < 0.05$  level of significance was 78% in posttest, than the pretest 45.7%. This implies that knowledge awareness of prevention of child sexual abuse was effective.

**Mary L. Pulido (2014)**, conducted a study on Knowledge Gains Following a Child Sexual Abuse Prevention Program Among Urban Students: A Cluster-Randomized Evaluation. Participants were 492 sixth- and seventh-grade students at 6 public secondary

schools in New York City. The study period spanned fall 2012 through summer 2014. The cluster randomized classrooms to the Safe Touches intervention or control groups and assessed outcomes with the Children's Knowledge of Abuse Questionnaire. Hierarchical models tested change in children's knowledge of inappropriate and appropriate touch. Result of the study showed the pretest score was 41% in the intervention group and 39% in the control group. In the post test, intervention group showed significantly 86% greater improvement, than the control group 58% on knowledge of inappropriate touch.

**Smith (2013)** conducted a study on School-based education programmes for the prevention of child sexual abuse in Jothpur, Delhi. Meta-analyses and sensitivity analysis, using two imputed infraclass correlation coefficients (ICC) (0.1, 0.2), were used for four outcomes: protective behaviors, questionnaire-based knowledge, vignette-based knowledge and disclosure of abuse. An increase in knowledge was found (SMD 0.59; 0.44, 0.74, heterogeneity ( $I^2=66.4\%$ )). When adjusted for an ICC of 0.1 and 0.2 the results were SMD 0.6 (0.45, 0.75) and 0.57 (0.44, 0.71) respectively. Heterogeneity decreased with increasing ICC. A meta-analysis of four studies evaluating vignette-based knowledge favored intervention (SMD 0.37 (0.18, 0.55)) with low heterogeneity ( $I(2)=0.0\%$ ) and no significant change when ICC adjustments were made. Results might have differed had the true ICCs from studies been available or cluster-adjusted results been available. Several studies reported harms, suggesting a need to monitor the impact of similar interventions. Retention of knowledge should be measured beyond 3-12 months. Further investigation of the best forms of presentation and optimal age of programme delivery is required.

**Annu (2013)** A quasi-experimental study was conducted to determine the effectiveness of the teaching program on child sexual abuse in selected school at Manipal, Karnataka. Forty-three students were selected by random method, out of which 20 students were in the experimental group and 23 were in the control group. Data were collected by using semi-structured questionnaire. The study results showed that the students in the experimental group gained significantly higher scores (95.10%) in the post test when compared to the control group (80.37%). The study concluded that there is a significant at level  $p < 0.05$ .

**Ujwala Ramchandra (2010)** A Study to Assess the Effectiveness of Structured Teaching Programme (STP) on child sexual abuse and its Prevention Strategies in Terms of Knowledge and Attitude of Selected schools at Karve Area, Pune. Data collection tool-structured interview schedule was used for assessing the knowledge regarding prevention of child sexual abuse. Assessing the level of knowledge in pretest out of 30 samples 0(0%) were having good knowledge 23 (76.66%) had average knowledge 23(76.66%) had poor knowledge. In posttest knowledge score around 10% populations had poor knowledge, 33% population had good knowledge and 76.66% population had average knowledge regarding prevention of child sexual abuse, the paired 't' test shows 14. The 't' value is greater than the table value (3.66) at  $p < 0.001$  level. It shows increase in knowledge level after STP.

### **SECTION C: LITERATURE RELATED TO ATTITUDE AND EXPRESSED PRACTICES REGARDING PREVENTION OF SEXUAL ABUSE.**

**Badhu B P, (2013).** An experimental study was conducted among school children from a School in Nepal to evaluate the effectiveness of structured teaching

programme in improving their attitude regarding child sexual abuse. In this one group pre test and post test researching design was used 200 samples were randomly selected from 4 schools and an interview schedule was used to collect the information. The pretest score for experimental group was 39.8 and for control group was 37.4. After the structured teaching program the posttest score for experimental group was 84.6% and for control group 43.34% and the 'z' (0.05) value was statistical significant. This concludes that the structured teaching programme was effective in improving the attitude of school children regarding child sexual abuse.

**Hentschel E, (2013)** An experimental study conducted with pretest & posttest group on effectiveness of structured teaching programme in improving knowledge and attitude of school going early adolescent on reproductive health among 200 early adolescent students in Indra Nagar, Karnataka. All the subjects were divided into experimental and control group each comprising two subgroups of 50 girls in the experimental and 50 girls in the control group. STP consisting of information on human reproductive system, was used as a tool of investigation for experimental group where as conventional teaching method was used for control group. Results of the study showed the pretest score of experimental group on knowledge of reproductive health was 38.8% and of the control group was 36%. The same of the experimental group was after administration of structured teaching programme was (84.6%) and of control group with conventional teaching method (62 %) was statistically significant ( $p < 0.001$ ). Researcher concluded that use of STP is effective in improving knowledge and attitude of early adolescents on reproductive health.

**Chen J (2012)** conducted a study on Prevention of child sexual abuse in China: Attitudes, expressed practices among parents of elementary school children. Active involvement by parents may contribute substantially to the success of school-based

programs to prevent child sexual abuse (CSA). In China, little is known about parental understanding of CSA. This study investigated Chinese parents' attitudes, and expressed practices with their children about CSA. Six hundred and fifty-two parents of Grade 3 pupils of seven elementary schools in Jingzhou city, Hubei province (central China), completed an anonymous questionnaire (response rate=81%). More than 95% of respondents agreed that elementary schools should provide programs to prevent CSA and were willing to have their children participate in such programs. About half (46.8%) expressed some concern that CSA preventive education could cause their children to know "too much about sex." Contrary to expectations from research in western nations, parents who talked with their children about CSA did not have better supportive attitudes to CSA prevention than did parents who said they never discussed CSA with their children.

**Sunil Mandrel (2011)** conducted a study to assess the Effectiveness of Structured Teaching Programme (STP) on child sexual abuse and its Prevention Strategies in Terms of Knowledge and expressed practice at selected schools, China. The structured interview schedule was used to assess the knowledge regarding prevention of child sexual abuse. 50 samples was selected using randomized technique. The pre test score was (46%) and post test score was (76.66%). The level of expressed practice pretest score was (36%) and post test score was (72.36%). The paired't' test value ( 13) is greater than the table value (4.67) which concluded that the STP is highly significant ( $p < 0.001$ ) level.

**Familioni B O et al (2011)** conducted a study on Knowledge and practice awareness of child sexual abuse among early adolescence students at Nigeria, South Africa. 254 students were selected in simple randomized technique. The structured

questionnaire was administered among students. The pretest results revealed knowledge score as 44% and for practice 32%. In the post test result shows an increase in knowledge 78% and for practice 72%. The paired 't' test value (24) is greater than the table value (15.8) at  $p < 0.001$  level. The study concluded that the awareness program shows the highly significant at  $p < 0.001$  level.

**Tavakol, K.H. et. Al., (2012)** conducted a study to assess the middle school students attitude towards child sexual abuse before and after educating behavioral intention model in USA. Quasi experimental one group pre and posttest method was used. 45 students were randomly selected. The likert scale was used to assess the attitude which was prepared by investigator. The results showed that the pretest levels of attitude was 33% and the posttest score increased to 65.3%, which is statistically significant at  $p < 0.05$  level and the study concluded that the behavioral intention model was effective in improving the positive attitude towards child sexual abuse.

# **CHAPTER-III**

## **CHAPTER-III**

### **METHODOLOGY**

This chapter describes the research approach, research design and variables, setting of the study, population, sample size, sampling technique, criteria for sample selection, description of the tool, content validity, pilot study, reliability, data collection method and plan for analysis.

#### **RESEARCH METHODOLOGY**

Methodology refers to the techniques used to structure a study to gather and analyze information in a systematic fashion.

**Polit & Hungler,-2003**

#### **RESEARCH APPROACH:**

The approach used for the study was Quantitative research approach.

#### **RESEARCH DESIGN**

The research design used for the study was True-experimental. True-experimental design is an empirical study used to estimate the causal impact of an intervention on its target population.

The research design is represented as follows

E      O<sub>1</sub>      X      O<sub>2</sub>

C      O<sub>1</sub>              O<sub>2</sub>

E - Experimental group

C - Control group



X - School based education for experimental group.

O<sub>1</sub> - Pre- test to assess the levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse in experimental and control group among schoolers.

O<sub>2</sub> - Post- test to assess the levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse in experimental and control group among schoolers.

## **VARIABLES**

### **► INDEPENDENT VARIABLE:**

School based education.

### **► DEPENDENT VARIABLE:**

Levels of knowledge, attitude and expressed practices on prevention of sexual abuse.

## **SETTING:**

The study is conducted among VI standard students at VKVM Govt girl's higher secondary school (VI standard 'A' section) at Velapadi, as experimental group and EVRN Govt girls higher secondary school (VI standard 'B' section) at Kosapet, Vellore as control group.

## **POPULATION**

The target population is VI standard girls at school. The population for the study is VI standard girls at Vellore and the accessible population is schoolers studying VI

standard, at VKVM Govt girl's higher secondary school at Velapadi, and EVRN Govt girls higher secondary school at Kosapet, Vellore.

**SAMPLE:**

The samples in the study includes schoolers age between (9-13 years), who are studying VI standard at VKVM Govt girls higher secondary school and EVRN Govt girls higher secondary school at Vellore.

**SAMPLE TECHNIQUE:**

Simple random technique was used for sample selection procedure.

**SAMPLE SIZE:**

Sample size for this study was 60 with 30 in the experimental group and 30 in the control group.

**CRITERIA FOR SAMPLE SELECTION:**

**Inclusion criteria**

- ▶ Schoolers of VIth standard students.
- ▶ Only girls are included in this study.

**Exclusion criteria**

- ▶ Children who are not willing to participate.
- ▶ Children who are not available during data collection.

## **DESCRIPTION OF THE INSTRUMENT**

The self-administered questionnaire was developed based on the literature and with the guidance of experts. To assess levels of knowledge a self-administered questionnaire was used, to assess levels of attitude a likert scale was used and to assess expressed practices a checklist was used. Same questionnaire was used for pre and post-test in both. (Experimental and Control groups).

### **PART – I : DEMOGRAPHIC VARIABLES**

It consists of selected demographic variables of schoolers such as age, residence, birth order, no. of siblings, types of family, currently living with, family income, father's or guardians education, mothers or guardians education, father or guardians occupation, mother's or guardians occupation, previous knowledge of sexual abuse, source of information, previous history of sexual abuse.

### **PART – II**

#### **Section -A : Knowledge regarding prevention of sexual abuse.**

**Knowledge** : It consists of 18 items related to knowledge regarding prevention of sexual abuse. A score of one was given for each correct answer and zero (0) for wrong answer.

The scores was converted into percentage and interpreted as follows :

75%- 100% : Adequate knowledge.

50%- 74% : Moderately adequate knowledge.

0-49% : Inadequate knowledge

**Section – B : Attitude regarding prevention of sexual abuse.**

**Attitude** : Attitude assessment using likert scale.

It consists of 10 items related to attitude regarding prevention of sexual abuse. Attitude questions were assessed by the 4 point likert scale ranged from strongly agree to strongly disagree, others were agree, and disagree. The maximum score was 40.

The responses were scored as follows:

**For the positive attitude items, the score is measured as follows**

Strongly agree : 4

Agree : 3

Disagree : 2

Strongly disagree : 1

**For the negative attitude items, the score is measured as follows**

Strongly agree : 1

Agree : 2

Disagree : 3

Strongly disagree : 4

S.no.	Content area	Statement number	Scores
1.	Positive statement	1,3,5,7,9.	4,3,2,1.
2.	Negative statement	2,4,6,8,10.	1,2,3,4.

The score was converted into percentage and interpreted as follow

75%- 100% : Favorable attitude.

50%- 74% : Moderately favorable attitude.

0-49% : Unfavorable attitude.

### **Section - C : Expressed practices regarding prevention of sexual abuse.**

#### **Expressed practices :**

It consisted of dichotomous questionnaire with alternative response of “Yes “ or “ No “. This consisted of 10 items related to expressed practices. Frequency and percentage distribution were used to tabulate data.

#### **VALIDITY :**

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. **(Polit & Beck 2013).**

The content validity of the tool was obtained from experts in the field of Child Health Nursing and Bio-statistics. Initially Section A had 12 demographic variables.

Experts gave opinion to include frequency of previous history of sexual abuse, source of information and demographic variables were increased to 13 items.

### **RELIABILITY :**

Reliability is defined as the extent to which the instrument yields the same results on repeated measures, concerned with consistency, accuracy, stability and homogeneity.

- Test and retest method was employed to obtain the reliability of the tool for knowledge regarding prevention of sexual abuse. As the co-efficient co-relation is 0.84, the tool was found to be reliable.
- Test and re-test method to obtain the reliability and likert scale for attitude. As the co-efficient correlation is 0.75, the tool was found to be reliable.
- Test and re-test method was used to obtain the reliability of the tool for expressed practices. As the co-efficient correlation is 0.81, the tool was found to be reliable.

### **PILOT STUDY PROCEDURE:**

“A pilot study is the whole study operation in miniature” it reveals the investigator about the feasibility, weakness, practicability of carrying out the main study. It helps to confirm the duration and to familiarize with administration and scoring of tools.

**- (Barnum 2000)**

The pilot study was conducted from July 6<sup>th</sup> to 13<sup>th</sup> 2015 at selected schools, Vellore. Eight schoolers were selected for pilot study. Among the 4 schoolers were allotted to experimental group (Madras Matriculation higher secondary school) and 4 to

the control group (Desia Matriculation higher secondary school). A pre-test, school based education and posttest were conducted for experimental group. A pre-test and posttest were conducted for the control group. The pre-test, school based education and posttest was done at school settings of the schoolers. The study was found to be feasible. The pilot study was very useful in testing the instruments and the investigator got a practical experience in using the instruments.

#### **DATA COLLECTION PROCEDURE:**

Data was collected for 4 weeks at selected schools from (24-7-2015 to 30-8-2015). A formal permission was obtained from the concerned school authority (VKVM, Govt, Girls Higher Secondary Schools) for experimental group and (EVRN Govt, Girls Higher Secondary Schools) for control group to conduct study. The investigator identified schoolers who fulfilled the criteria. Those who fulfilled the inclusion criteria were selected and allocated to experimental and control groups after informed consent.

Data collection was done in the following phases:

**Phase I:** The investigator developed a rapport with the schoolers and explained the purpose of the study. After getting verbal consent, the schoolers were allocated randomly into experimental and control groups.

**Phase II:** The demographic variables of schoolers were filled by the schoolers. Pre-test was conducted for experimental and control group to assess the levels of knowledge, attitude, and expressed practices on prevention of sexual abuse. After pre-test, schoolers were divided into 6 groups and 5 schoolers in each group. Duration of 45 minutes was spent for each sub group in experimental group during the pre-test. Contamination of the

school based education was prevented, as education was given in separate rooms allotted for school based education.

Following this, a school based education on levels of knowledge, attitude and expressed practices on prevention of sexual abuse was given for each sub group in the experimental group

The school based education was given by using lecture cum discussion methods using AV aids such as PowerPoint presentation, models and posters. The school based education was conducted in the class room of schoolers at school setting. Duration of 15 minutes was spent for each topic such as levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse. Total of 45 minutes was spent for school based education.

**Phase III:** Post test was carried out during 4<sup>th</sup> week of data collection period. Post test was conducted for experimental and control group, to assess the levels of knowledge, attitude, and expressed practices on prevention of sexual abuse by using the same questionnaire. Duration of 45 minutes was spent for each group for post test at the school setting.

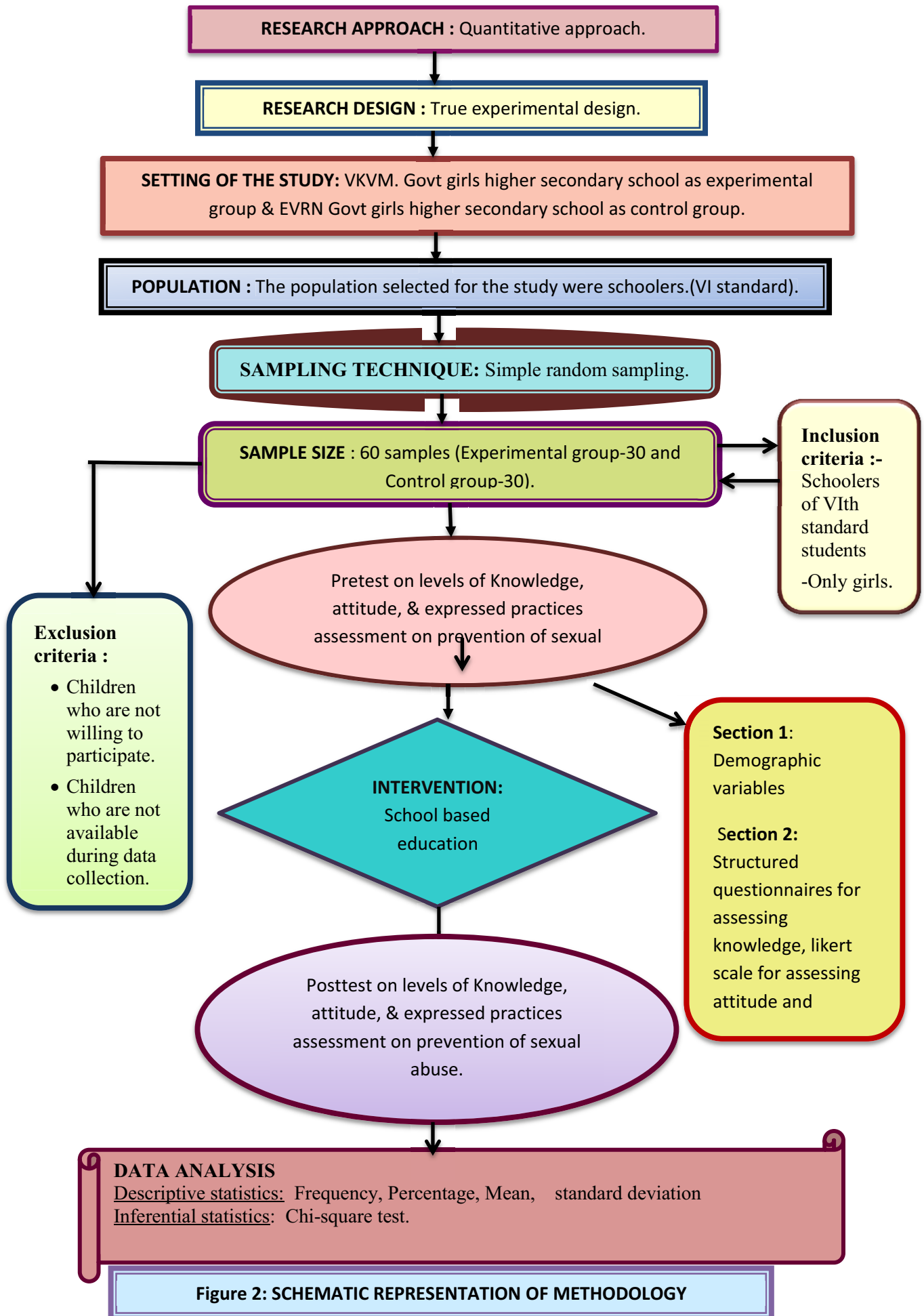
## **PLAN FOR DATA ANALYSIS**

Descriptive statistics are used for summarizing empirical information. The collected data will be analyzed using descriptive and inferential statistics using the following steps:

- Frequency and percentage of data is calculated to describe demographic variables with Mean and Standard Deviation.



- Effectiveness of school based education on levels of knowledge, attitude and expressed practices for experimental and control groups is analyzed using Paired 't' test.
- Association of the post-test levels of levels of knowledge, attitude and expressed practices and the selected demographic variables for experimental group is analyzed using 'Chi'- square test.



# **CHAPTER-IV**

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of data collected from 60 schoolers (30 in experimental group and 30 in control group) with reference to the effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse. The findings are tabulated, analyzed and interpreted in this chapter. The results and analysis are presented in the following order.

#### **Data analysis and interpretation of data:**

**SECTION A:** Demographic details of schoolers and parents.

**SECTION B:** Assessment of levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for experimental and control groups.

**SECTION C:** Effectiveness of school based education among the experimental groups.

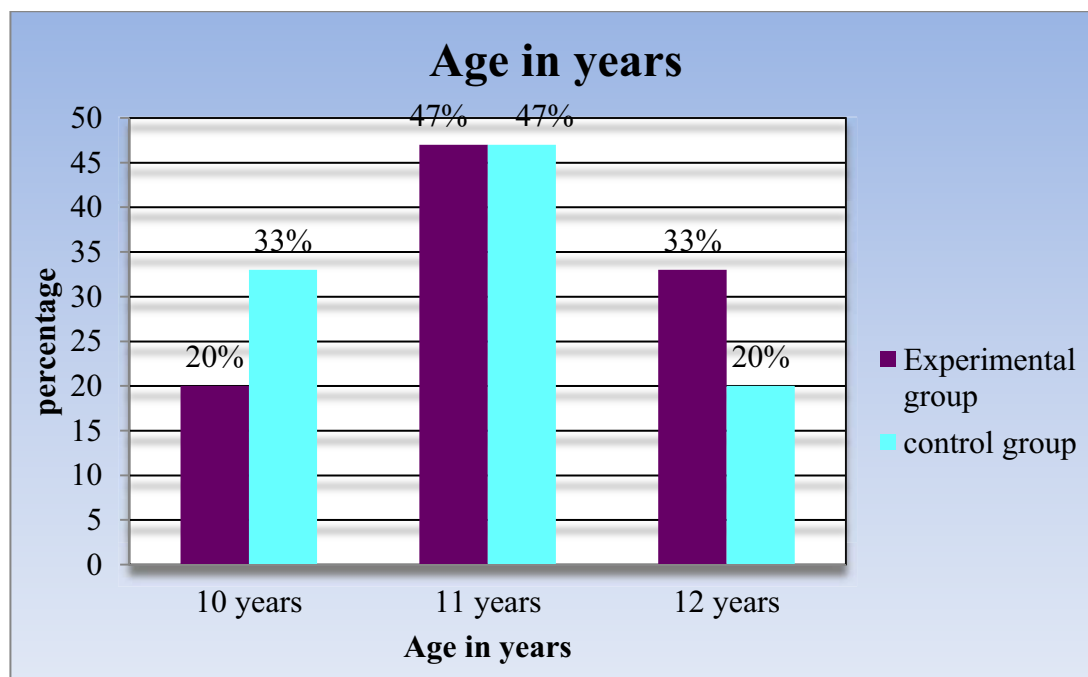
**SECTION D:** Association between levels of knowledge, attitude, expressed practices and demographic variables in post-test for experimental group.

## SECTION- A

**Distribution of schoolers in the experimental and control group with respect to demographic variables.**

**Table 1 : Frequency and percentage distribution of schoolers according to age in years.**

Age in years	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
10 years	6	20	10	33
11 years	14	47	14	47
12 years	10	33	6	20

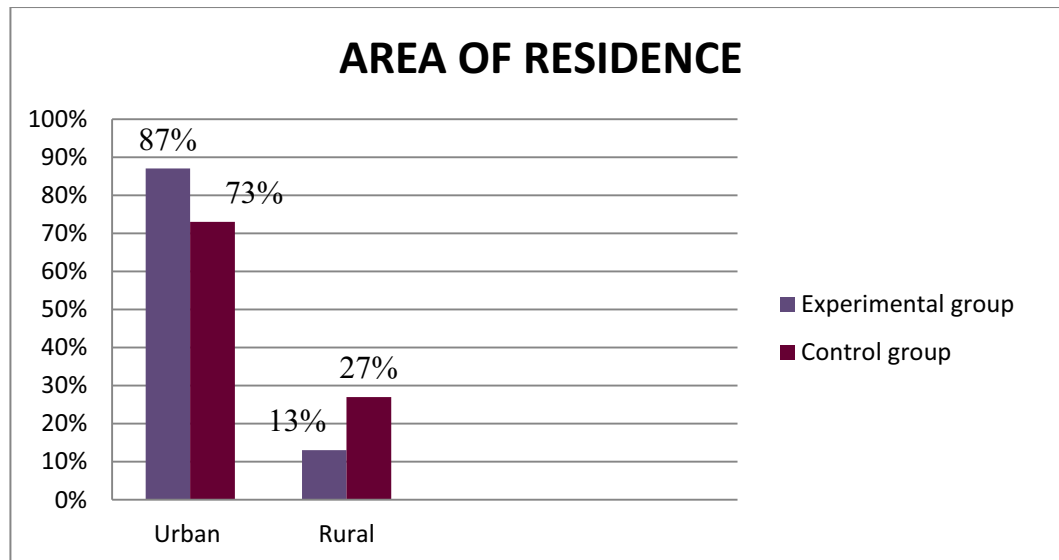


**Figure 3 : Bar graph showing percentage distribution of schoolers according to age in years.**

Table 1 and figure 3 represents nearly half of the schoolers 14 (47%) were the age of 11 years in the experimental and control group.

**Table 2 : Frequency and percentage distribution of schoolers according to area of residence**

Areas of residence	Experimental group (n=30)		Control group ( n=30)	
	No.	%	No.	%
Urban	26	87	22	73
Rural	4	13	8	27

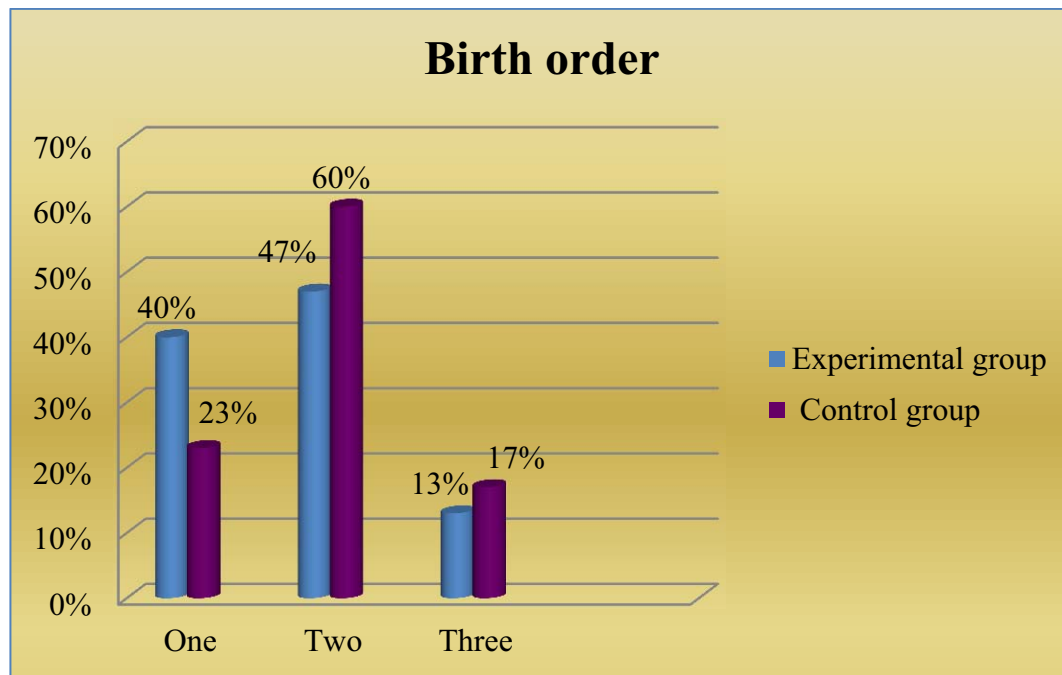


**Figure 4 : Bar graph showing percentage distribution of schoolers according to area of residence**

Table 2 and figure 4 describes majority of schoolers 26 (87%) belongs to urban areas in the experimental group and nearly three fourth of schoolers 22 (73%) belongs to urban area in the control group.

**Table 3 : Frequency and percentage distribution of schoolers according to birth order.**

3. Birth order	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
One	12	40	7	23
Two	14	47	18	60
Three	4	13	5	17

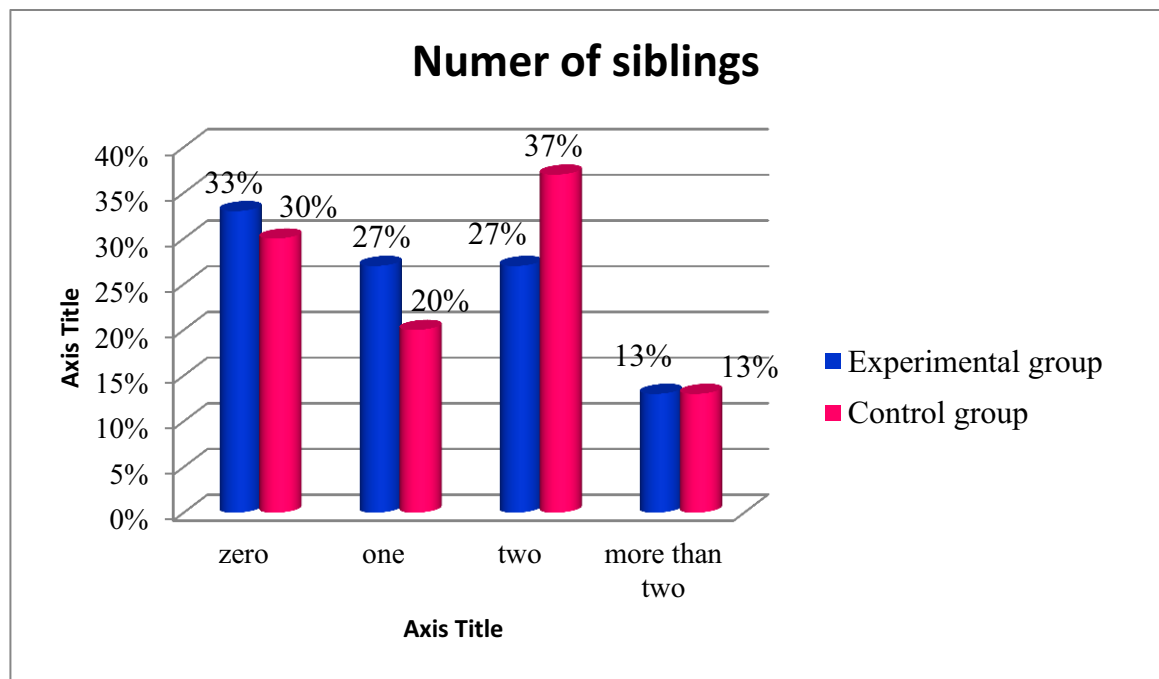


**Figure 5 : Cylinder graph showing percentage distribution of schoolers according to birth order.**

Table 3 and figure 5 depicts, nearly half of the schoolers 14 (47%) were in birth order of two in the experimental group and more than half of the schoolers 18(60%) were in birth order of two in the control group.

**Table 4 : Frequency and percentage distribution of schoolers according to number of siblings.**

Number of siblings	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Zero	10	33	9	30
One	8	27	6	20
Two	8	27	11	37
More than two	4	13	4	13



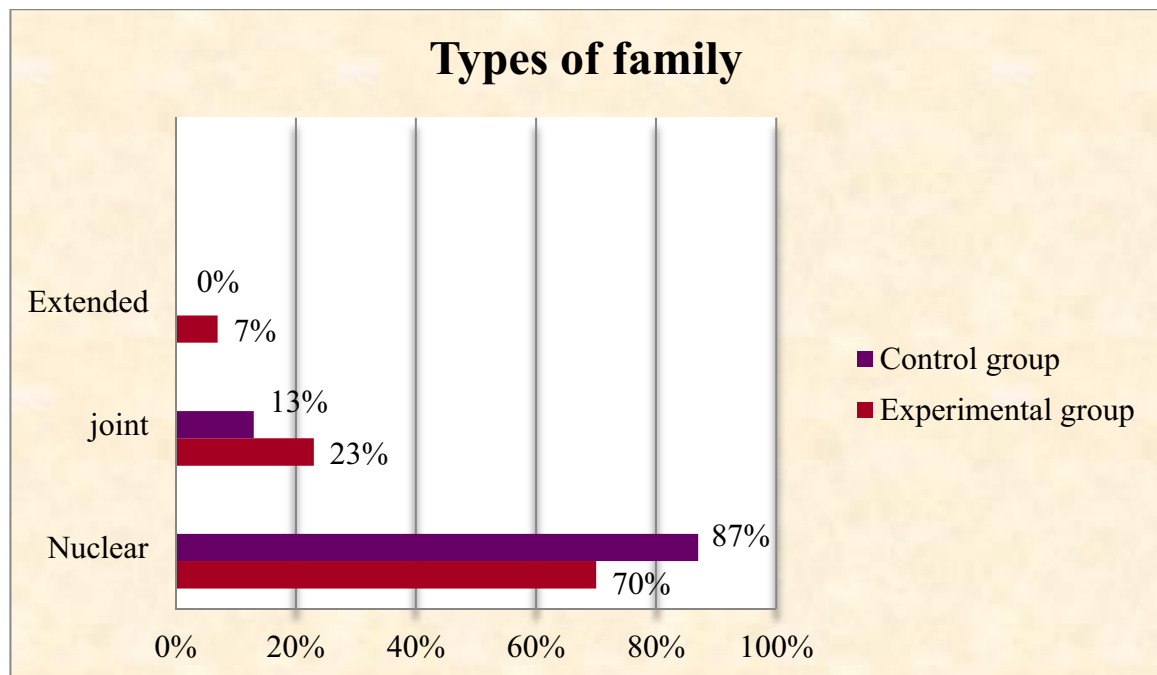
**Figure 6 : Cylinder graph showing percentage distribution of schoolers according to number of siblings.**

Table 4 and figure 6 reveals more than one quarter of schoolers 10 (33%) didn't have any siblings in the experimental group and more than one quarter of schoolers 11 (37%) have 2 siblings in the control group.



**Table 5 : Frequency and percentage distribution of schoolers according to type of family.**

Types of family	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Nuclear.	21	70	26	87
Joint	7	23	4	13
Extended	2	7	-	-

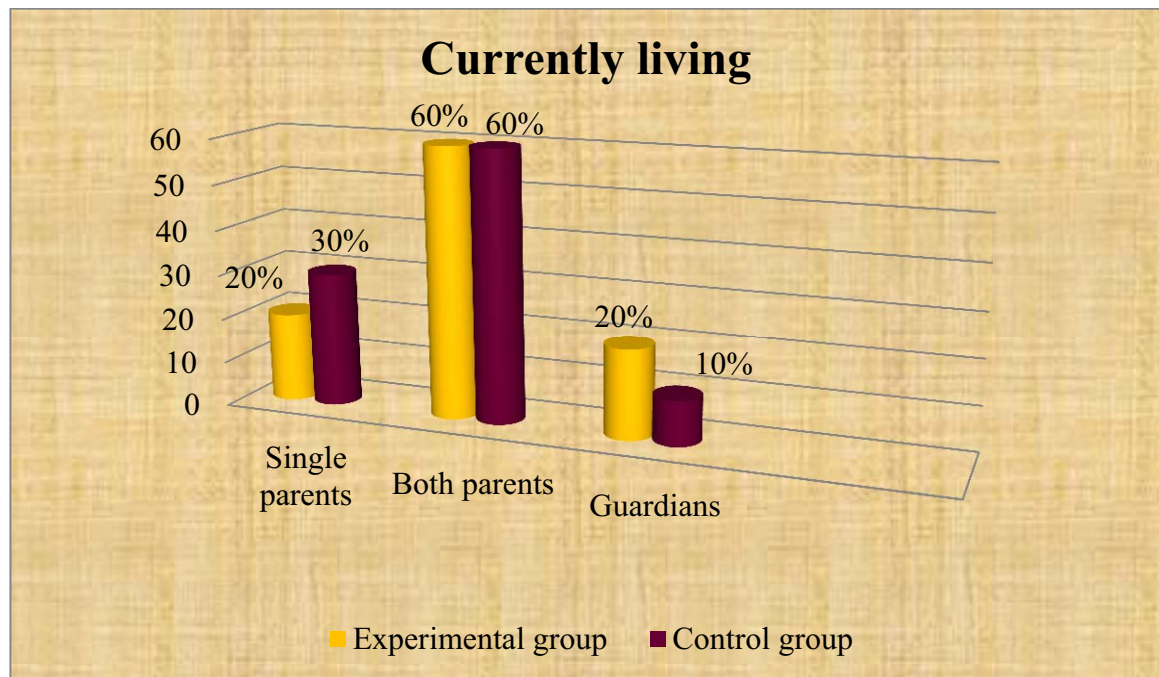


**Figure 7 : Bar graph showing percentage distribution of schoolers according to types of family.**

Table 5 and figure 7 reveals nearly three fourth of schoolers 21 (70%) were belonging to nuclear family in the experimental group and majority of the schoolers 26 (87%) were belonging to nuclear family in the control group.

**Table 6 : Frequency and percentage distribution of schoolers according to currently living with.**

Currently living with	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Single parents	6	20	9	30
Both parents	18	60	18	60
Guardians.	6	20	3	10

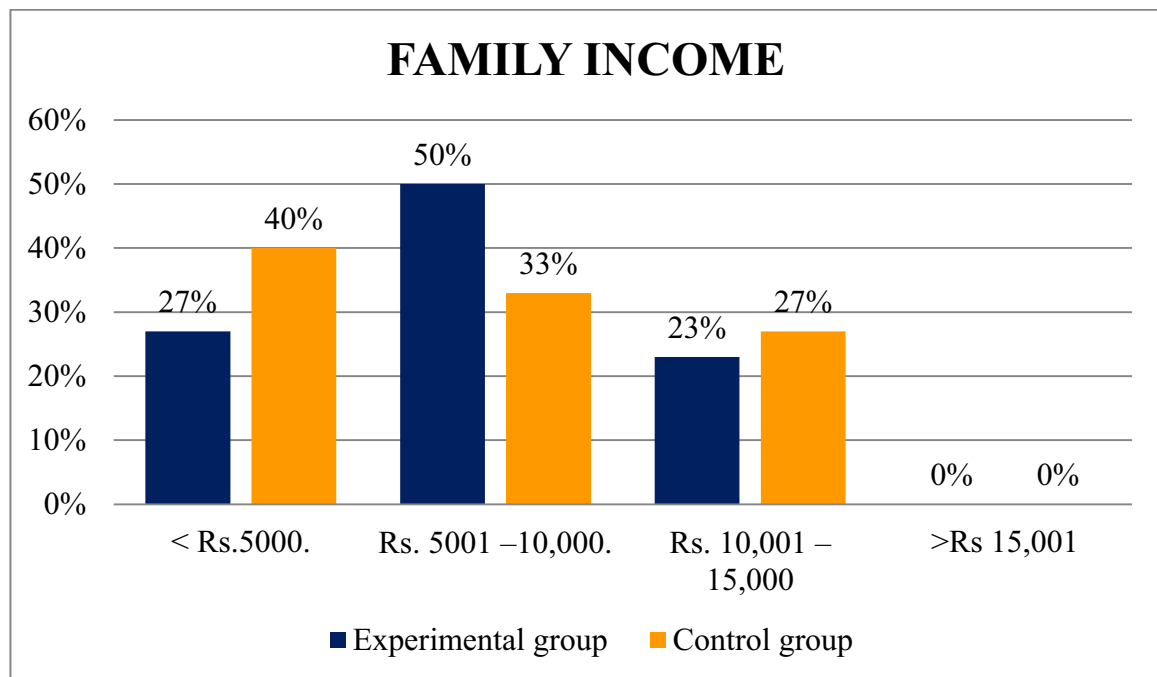


**Figure 8 : Cylinder graph showing percentage distribution of schoolers according to currently living.**

Table 6 and figure 8 describes, more than half of the schoolers 18 (60%) were living with both parents in the experimental and control group.

**Table 7 : Frequency and percentage distribution of schoolers according to family income.**

Family income / Month	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
< Rs.5000.	8	27	12	40
Rs. 5001 –10,000.	15	50	10	33
Rs. 10,001 – 15,000	7	23	8	27
>Rs 15,001	-	-	-	-

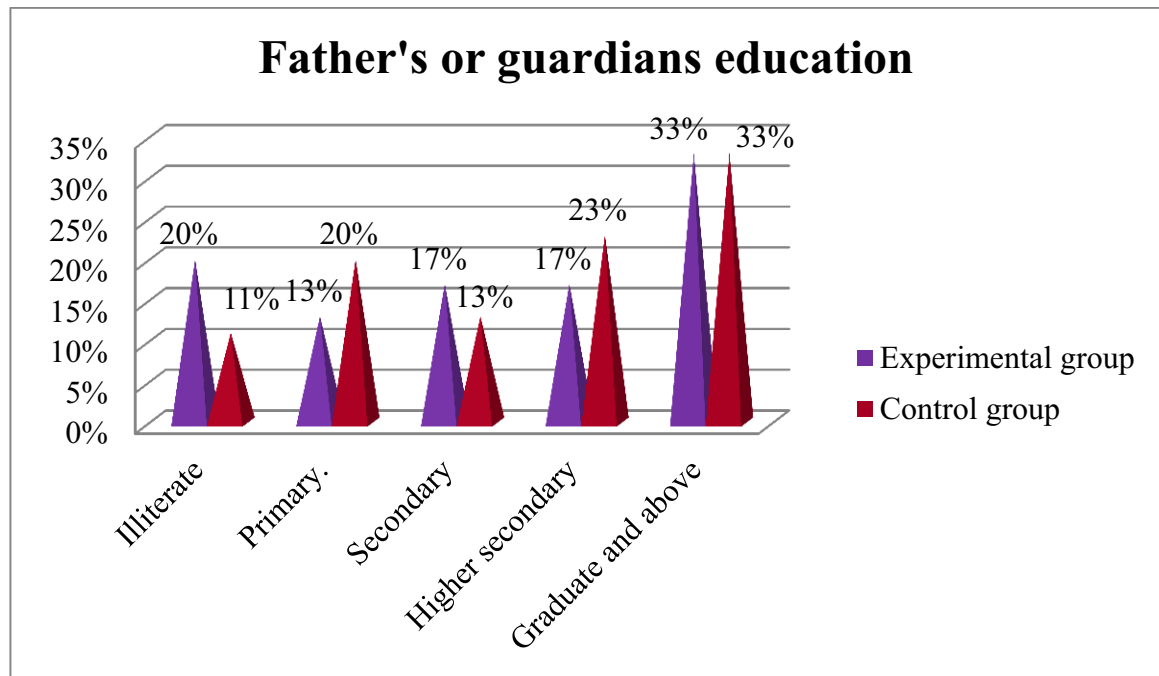


**Figure 9 : Bar graph showing percentage distribution of schoolers according to family income/ month.**

Table 7 and figure 9 results, half of the schoolers 15 (50%) had family income of Rs. 5001-10,000 in the experimental group and less than half of schoolers 12 (40%) had family income of less than Rs. 5000 in the control group.

**Table 8 : Frequency and percentage distribution of schoolers according to father's or guardians education.**

Fathers/ Guardians education	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Illiterate	6	20	3	11
Primary.	4	13	6	20
Secondary	5	17	4	13
Higher secondary	5	17	7	23
Graduate and above	10	33	10	33

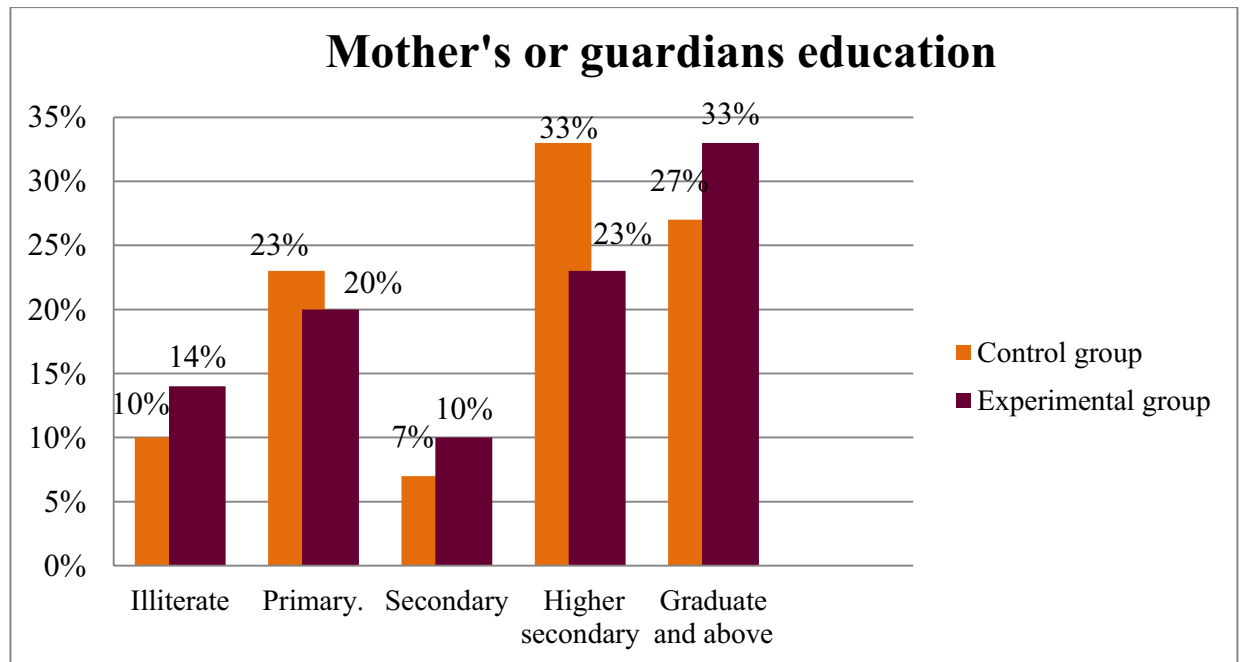


**Figure 10: Cone graph showing percentage distribution of schoolers according to father's or guardians education.**

Table 8 and figure 10 describes, more than one quarter 10 (33%) father's were graduate and above in the experimental and control group.

**Table 9 : Frequency and percentage distribution of schoolers according to mother's or guardians education.**

Mother's/ Guardians education	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Illiterate	4	14	3	10
Primary.	6	20	7	23
Secondary	3	10	2	7
Higher secondary	7	23	10	33
Graduate and above	10	33	8	27

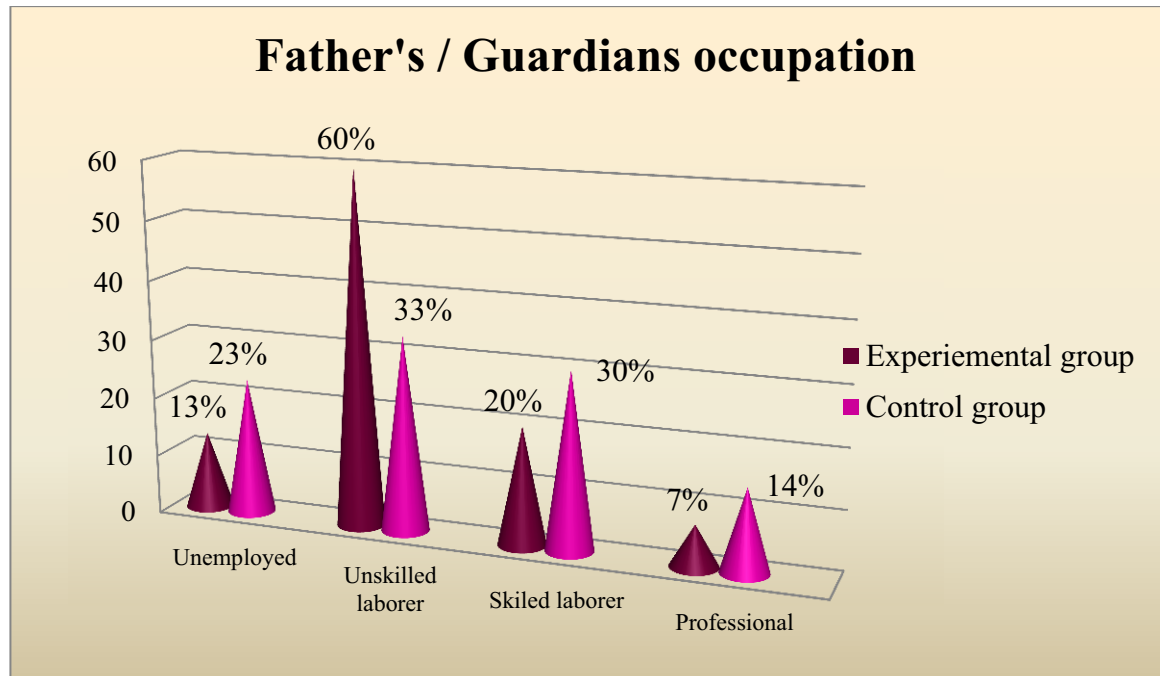


**Figure 11 : Column graph showing percentage distribution of schoolers according to mother's or guardians education.**

Table 9 and figure 11 describes, more than one quarter 10 (33%) mother's were graduate and above in the experimental group and less than fifty percentage 10 (33%) mother's were education upto higher secondary in the control group.

**Table 10 : Frequency and percentage distribution of schoolers according to father's or guardians occupation**

Fathers/ Guardians occupation	Experimental group (n=30)		Control group ( n=30)	
	No.	%	No.	%
Unemployed.	4	13	7	23
Unskilled laborer	18	60	10	33
Skilled laborer	6	20	9	30
Professional.	2	7	4	14

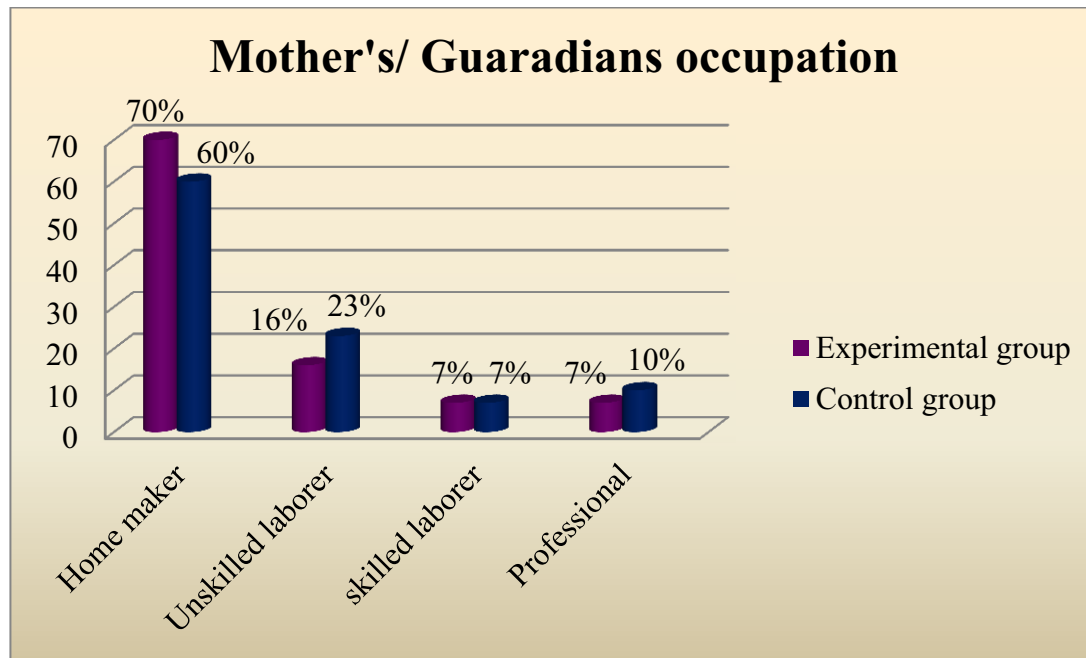


**Figure 12 : Cone graph showing percentage distribution of schoolers according to father's or guardians occupation.**

Table 10 and figure 12 describes, more than half of father's 18(60%) were unskilled laborer in the experimental group and more than one quarter of father's 10 (33%) were unskilled laborer in the control group.

**Table 11 : Frequency and percentage distribution of schoolers according to mother's or guardians occupation.**

Mother's/ Guardians occupation	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Homemaker	21	70	18	60
Unskilled laborer	5	16	7	23
Skilled laborer	2	7	2	7
Professional.	2	7	3	10

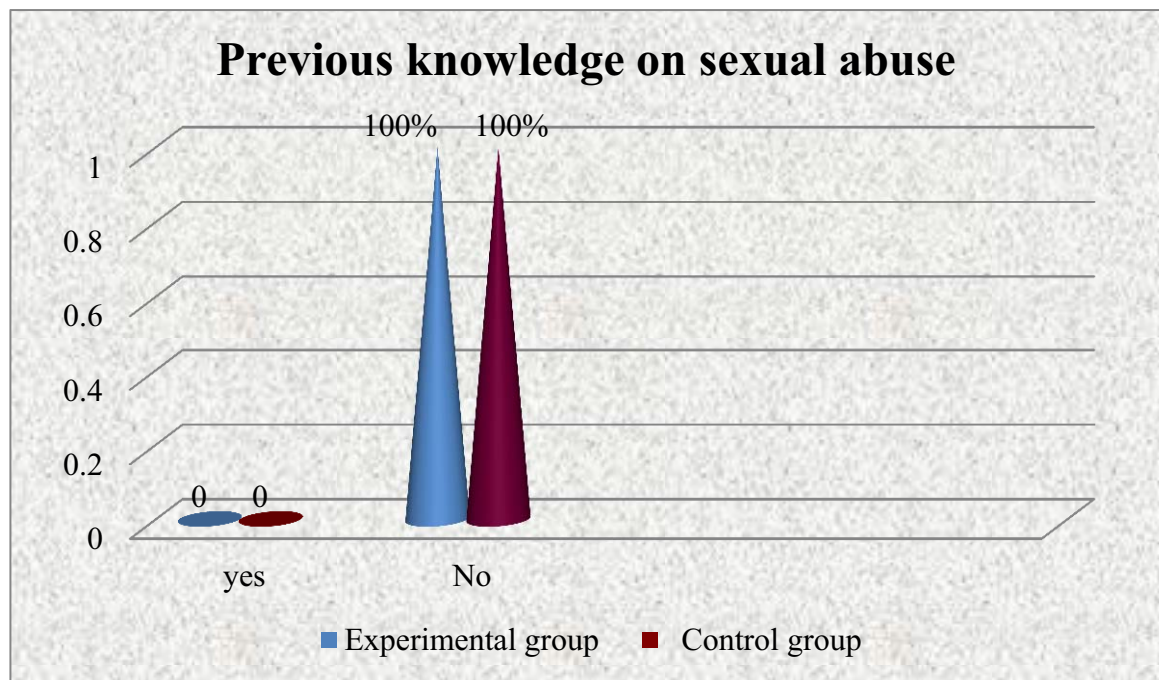


**Figure 13 : Cylinder graph showing percentage distribution of schoolers according to mother's or guardians occupation.**

Table 11 and figure 13 reveals, less than three fourth of schoolers 21(70%) mother's were home maker in the experimental group and more than fifty percentage schoolers 18(60%) mother's were home maker in the control group.

**Table 12 : Frequency and percentage distribution of schoolers according to previous knowledge on sexual abuse.**

Previous knowledge on sexual abuse	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Yes	-	-	-	-
No	30	100	30	100



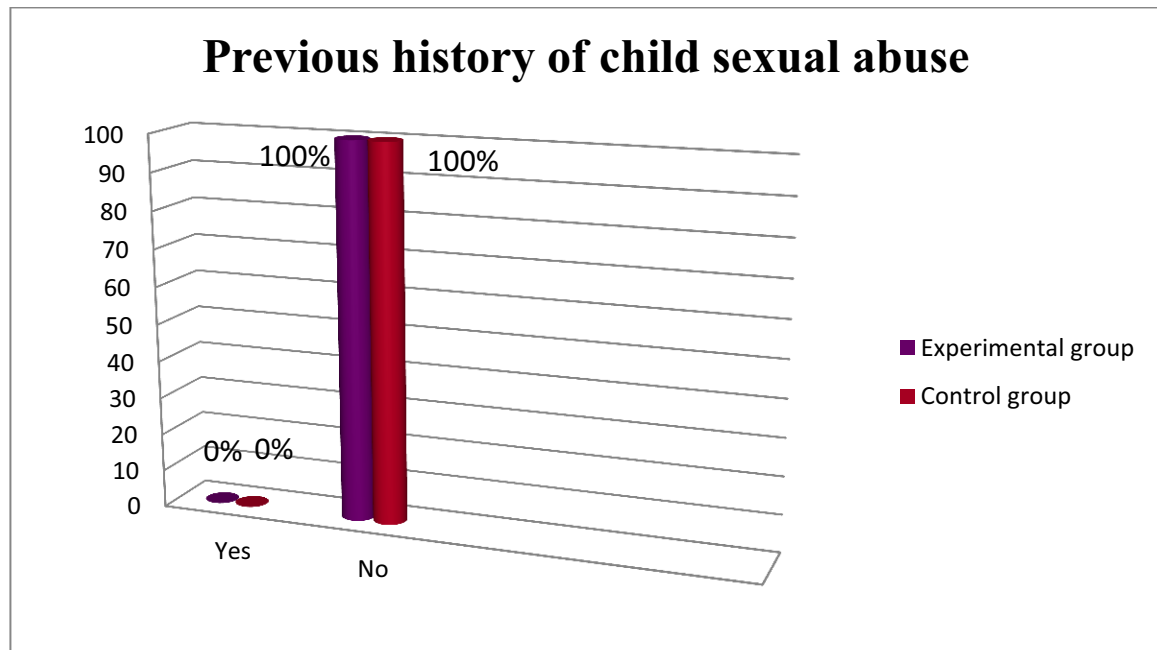
**Figure 14 : Cone graph showing percentage distribution of schoolers according to previous knowledge on sexual abuse.**

Table 12 and figure 14 results, all the schoolers 30 (100%) had no previous knowledge on sexual abuse in the experimental and control group.



**Table 13 : Frequency and percentage distribution of schoolers according to previous history of child sexual abuse.**

Previous history of child sexual abuse	Experimental group (n=30)		Control group (n=30)	
	No.	%	No.	%
Yes	-	-	-	-
No	30	100	30	100



**Figure 15 : Cylinder graph showing percentage distribution of schoolers according to previous history of child sexual abuse**

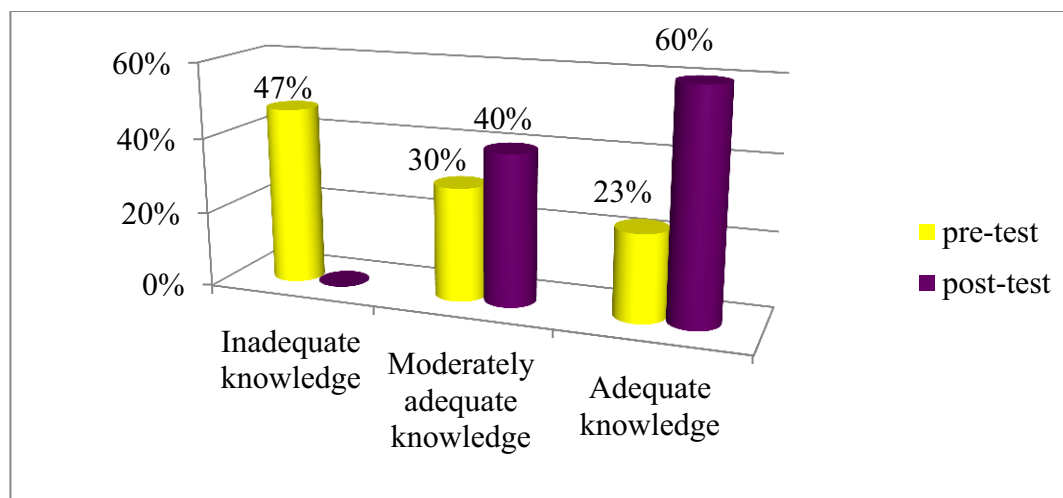
Table 13 and figure 15 reveals all the schoolers 30(100%) had no previous history of child sexual abuse in the experimental and control group.

## SECTION B:

**Assessment of levels of knowledge, attitude and expressed practices regarding sexual abuse among schoolers for experimental and control groups.**

**Table 14 : Analysis of pre-test and post-test levels of knowledge regarding prevention of sexual abuse among schoolers. (Experimental group)**

Knowledge	Pre test (n=30)		Post test (n=30)	
	No	%	No	%
Inadequate knowledge	14	47	0	0
Moderately adequate Knowledge	9	30	12	40
Adequate knowledge	7	23	18	60

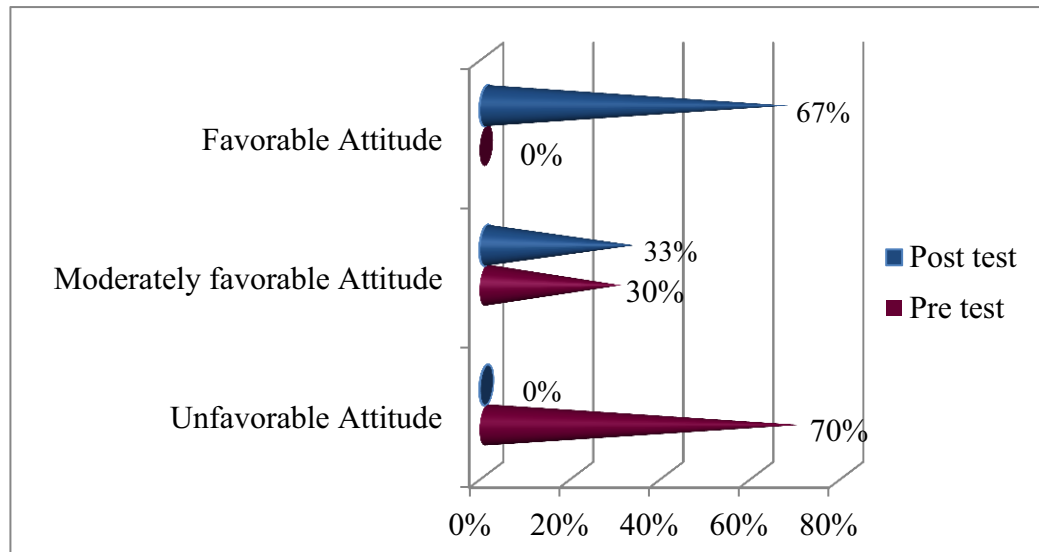


**Figure 16 : Cylinder graph showing percentage distribution of schoolers according to pre and post test levels of knowledge.**

Table 14 and figure 16 shows that, nearly half of the schoolers 14(47%) had inadequate knowledge, 9(30%) had moderately adequate knowledge, less than one quarter of the schoolers 7(23%) had adequate knowledge during pre-test. After school based education, more than half of the schoolers 18(60%) had adequate knowledge, nearly half of the schoolers 12(40%) had moderately adequate knowledge, none had inadequate knowledge.

**Table 15 : Analysis of pre-test and post-test levels of attitude regarding prevention of sexual abuse among schoolers. ( Experimental group )**

Attitude	Pre test (n=30)		Post test (n=30)	
	No.	%	No.	%
Unfavorable Attitude	21	70	0	0
Moderately favorable Attitude	9	30	10	33
Favorable Attitude	0	0	20	67

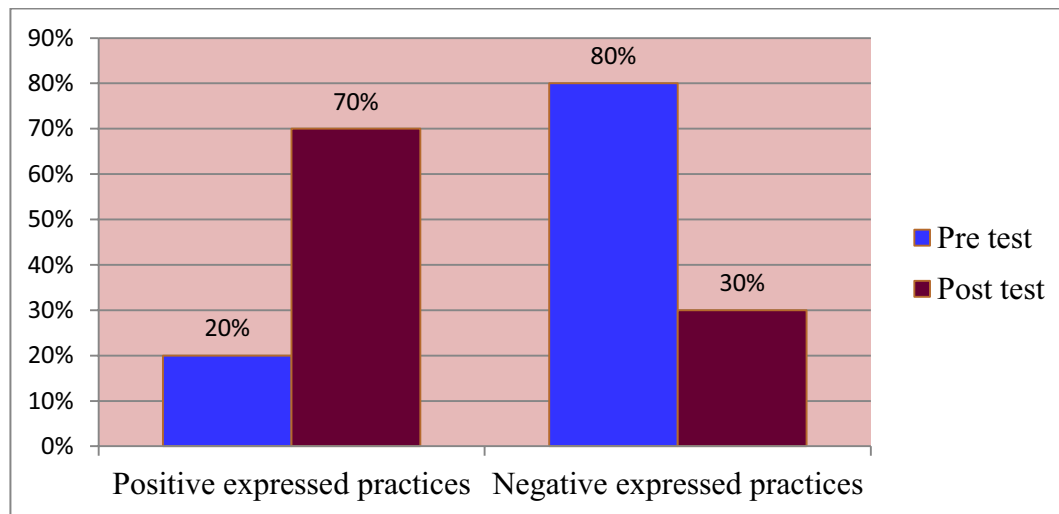


**Figure 17 : Cone graph showing percentage distribution of schoolers according to pre and post test levels of attitude.**

Table 15 and figure 17 reveals that greater part of the schoolers 21(70%) had unfavorable attitude and less than half of the schoolers 9(30%) had moderately favorable attitude during pre-test. After the school based education, nearly three fourth of the schoolers 20(67%) had favorable attitude, and 10(33%) had moderately favorable attitude. None had unfavorable attitude.

**Table 16 : Analysis of pre-test and post-test levels of expressed practices regarding prevention of sexual abuse among schoolers ( Experimental group )**

Expressed practices	Pre test (n=30)		Post test (n=30)	
	No	%	No	%
Positive expressed practices	6	20	21	70
Negative expressed practices	24	80	9	30



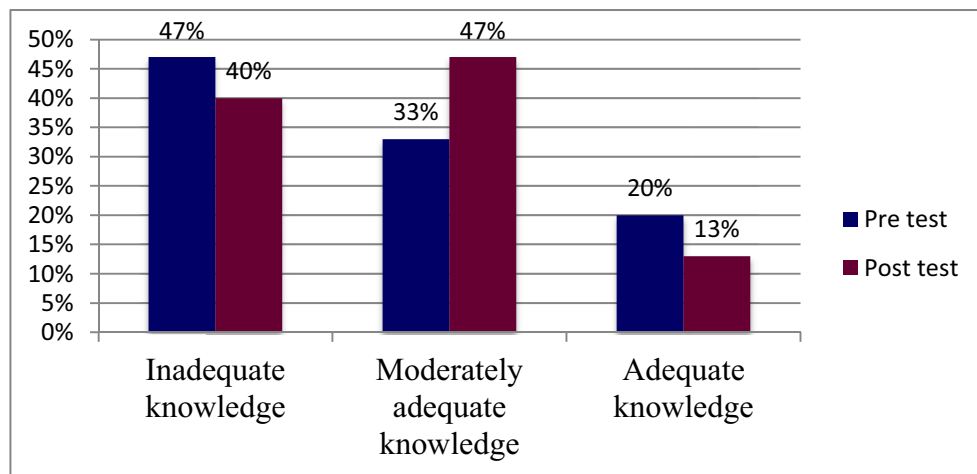
**Figure 18 : Bar graph showing percentage distribution of schoolers according to pre and post test levels of expressed practices.**

Table 16 and figure 18 reports that, majority of the schoolers 24(80%) had negative expressed practices, below the one quarter of the schoolers 6(20%) had positive expressed practices during pre-test. After school based education nearly three fourth of the schoolers 21(70%) had positive expressed practices, 9(30%) had negative expressed practices. It shows there was improvement in positive expressed practices after school based education.

**Assessment of pre-test and post-test levels of knowledge, attitude and expressed practices regarding sexual abuse among schoolers.**

**Table 17 : Analysis of pre-test and post test levels of knowledge regarding prevention of sexual abuse among schoolers ( Control group )**

Knowledge	Pre test (n=30)		Post test (n=30)	
	No.	%	No.	%
Inadequate knowledge	14	47	12	40
Moderately adequate knowledge	10	33	14	47
Adequate knowledge	6	20	4	13

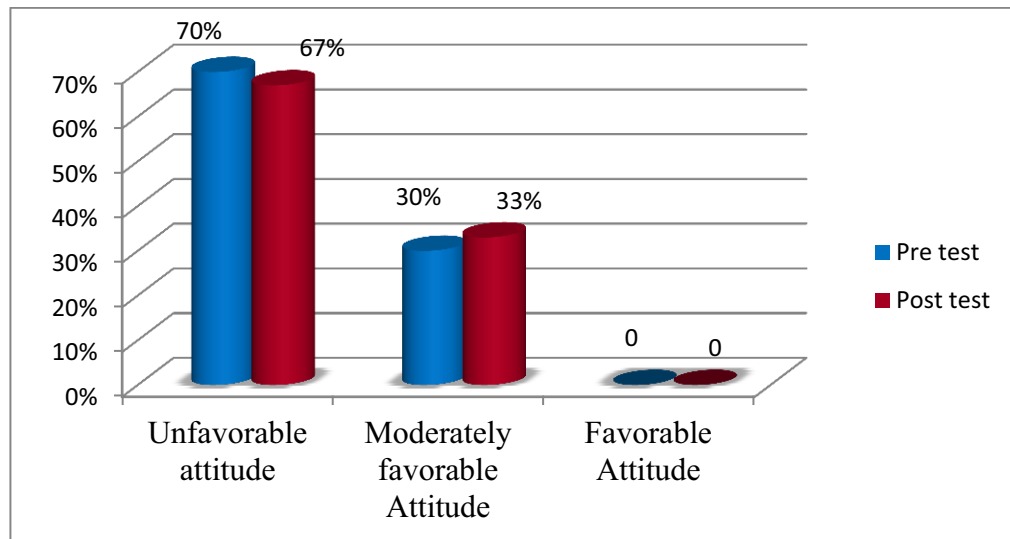


**Figure 19 : Bar graph showing percentage distribution of schoolers according to pre and post test levels of knowledge.**

Table 17 and figure 19 represent that, In pre-test nearly half of the schoolers 14(47%) had inadequate knowledge, less than half of the schoolers 10(33%) had moderately adequate knowledge, and 6(20%) had adequate knowledge. After post-test without intervention 4(13%) had Adequate knowledge, 14(47%) had moderately adequate knowledge and nearly half of the schoolers 12(40%) had inadequate knowledge.

**Table 18 : Analysis of pre-test and post test levels of attitude regarding prevention of sexual abuse among schoolers ( Control group )**

Attitude	Pre test (n=30)		Post test (n=30)	
	No	%	No	%
Unfavorable Attitude	21	70	20	67
Moderately favorable Attitude	9	30	10	33
Favorable Attitude	0	0	0	0

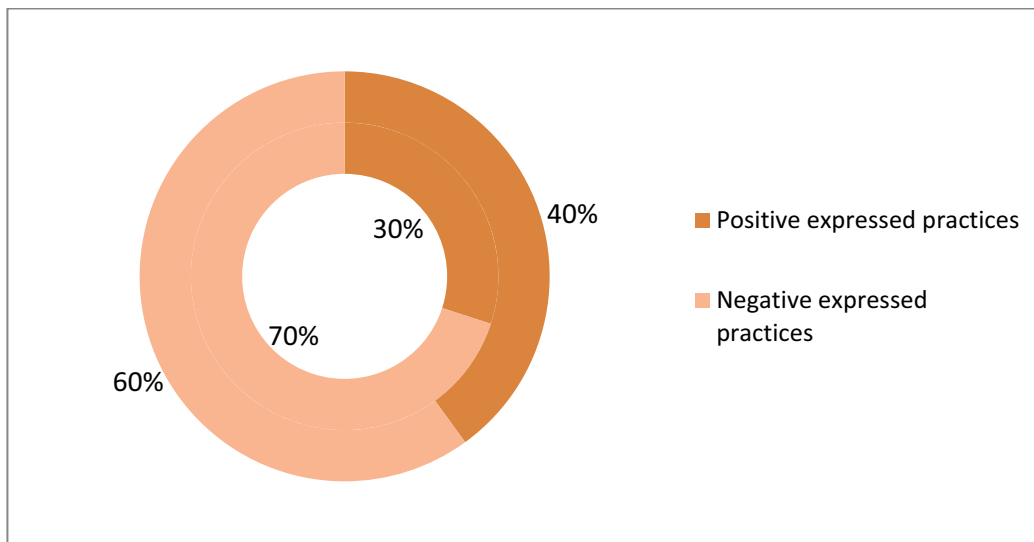


**Figure 20 : Cylinder graph showing percentage distribution of schoolers according to pre and post-test levels of attitude.**

Table 18 and figure 20 outline that, In pre- test, nearly three fourth of the schoolers 21(70%) had unfavorable attitude and more than one quarter of the schoolers 9(30%) had moderately favorable attitude. After post-test without intervention more than half of the schooler 20(67%) had unfavorable attitude, and more than one quarter of schoolers 10(33%) had moderately favorable attitude. None had favorable attitude, in both pre and post test.

**Table 19: Analysis of pre-test and post test levels of expressed practices regarding prevention of sexual abuse among schoolers (Control group)**

Expressed practices	Pre test (n=30)		Post test (n=30)	
	No.	%	No.	%
Positive expressed practices	9	30	12	40
Negative expressed practices	21	70	18	60



**Figure 21 : Doughnut chart showing percentage distribution of schoolers according to pre and post test levels of expressed practices.**

Table 19 and figure 21 shows, In pre-test that, nearly three fourth of the schoolers 21(70%) had negative expressed practices, 9(30%) had positive expressed practices, After post-test without intervention, more than half of the schoolers 18(60%) had negative expressed practices, and less than half of the schoolers 12(40%) had positive expressed practices.

## SECTION - C

**Effectiveness of School based education on levels of knowledge, attitude and expressed practices regarding sexual abuse among experimental group.**

**Table 20 : Comparison of Pre and Post-test mean levels on Knowledge regarding prevention of sexual abuse among schoolers. ( Experimental group )**

**(n= 30)**

S.No.	Knowledge	Mean	Standard Deviation	Mean difference	Paired 't' test
1.	Pre test	15.04	3.06	5.2	40.88*
2.	Post test	20.6	2.72		

Note \*statistically significant ( $p < 0.05$ )

Table 20 shows that, In pre-test mean score is 15.04 and  $SD \pm 3.06$ . After school based education post-test mean score increased to 20.6 and SD decrease to  $\pm 2.72$ . The calculated paired 't' test value 40.88 is greater than that of the table value 2, which is significant at  $p < 0.05$  level. There was improvement of levels of knowledge scores among schoolers after school based education, hence hypothesis 1 is accepted.



**Table 21 : Comparison of Pre and Post-test mean levels on Attitude regarding prevention of sexual abuse among schoolers. ( Experimental group )**

**(n= 30)**

<b>S.No.</b>	<b>Attitude</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean difference</b>	<b>Paired 't' test</b>
1.	Pre test	30.6	15.92	11.36	34.36*
2.	Post test	41.96	16.24		

Note \*statistically significant ( $p < 0.05$ )

Table 21 depicts that, In pre-test mean score is 30.6 and SD is  $\pm 15.92$ . After school based education post-test mean score is increased to 41.96 and SD is  $\pm 16.24$ . The calculated paired 't' test value 34.36 is greater than that of the table value 2 which is significant at  $p < 0.05$  level.. There was improvement in levels of attitude scores among schoolers after school based education, hence hypothesis is accepted.

**Table 22 : Comparison of Pre and Post-test mean levels on expressed practices regarding prevention of sexual abuse among schoolers. ( Experimental group )**

**(n= 30)**

<b>S.No.</b>	<b>Expressed practices</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Mean difference</b>	<b>Paired 't' test</b>
1.	Pre test	37.2	20.32	12.68	32.93*
2.	Post test	49.88	15.91		

Note \*statistically significant ( $p < 0.05$ )

Table 22 shows that, In pre-test mean score is 37.2 and SD is  $\pm 20.32$ . After school based education the post- test mean value is increased to 49.88 and SD is decreased to  $\pm 15.91$ . The calculated paired-'t' test value 32.93 is greater than that of the table value 2 which is highly significant at  $p < 0.05$  level. This shows that school based education was effective and there was improvement in positive expressed practices among schoolers, hence hypothesis 1 is accepted.

**Table 23 : Comparison of Pre and Post-test mean score on levels of Knowledge regarding prevention of sexual abuse among schoolers in control group. (n=30)**

S.No.	Knowledge	Mean	Standard Deviation	Mean difference	Paired 't' test
1.	Pre test	16.2	3.34	3.6	20.23
2.	Post test	12.6	2.79		

Note \*statistically significant ( $p < 0.05$ )

The above table shows that pre-test mean score is 16.2 and SD is  $\pm 3.34$ . With-out school based education post-test mean score is decreased to 12.6 and SD is decreased to  $\pm 2.79$ . The calculated paired -'t' test value is less than that of the table value (2.05). Hence the hypothesis  $h_1$  is rejected in the control group.

**Table 24: Comparison of Pre and Post-test mean score on levels of Attitude regarding prevention of sexual abuse among schoolers in control group. (n=30)**

S.No.	Attitude	Mean	Standard Deviation	Mean difference	Paired 't' test
1.	Pre test	25.8	6.92	3.1	24.11
2.	Post test	22.7	3.29		

Note \*statistically significant ( $p < 0.05$ )

Table 24 shows, In pre-test mean score is 25.8 and SD is  $\pm 6.92$ . Without school based education post-test mean score is decreased to 22.7 and SD is  $\pm 3.29$ . The calculated paired 't' test value is less than that of the table value (2.05). Hence the hypothesis  $h_1$  is rejected in the control group.

**Table 25 : Comparison of Pre and Post-test mean score on levels of expressed practices regarding prevention of sexual abuse among schoolers in control group. (n=30).**

S.No.	Expressed practices	Mean	Standard Deviation	Mean difference	Paired 't' test
1.	Pre test	27.2	5.32	5.4	12.03
2.	Post test	21.8	3.91		

Note \*statistically significant ( $p < 0.05$ )

Table 25 describes that, In pre-test mean score is 27.2 and SD is  $\pm 5.32$ . Without school based education the post- test mean value is decreased to 21.8 and SD is decreased to  $\pm 3.91$ . The 't' value is less than that of the table value (2.05). Hence the hypothesis  $h_1$  is rejected in the control group.

## SECTION D:

**Association between the post- test levels of Knowledge, Attitude, expressed practices among schooler and selected demographic variables for experimental group.**

**Table 26 : Association between the post- test levels of Knowledge, among schoolers and selected demographic variables for experimental group. (n=30)**

Demographic variables	Schoolers		Knowledge						Chi Square x <sup>2</sup> Value
	No.	%	Inadequate		Moderately adequate		Adequate		
			No	%	No	%	No	%	
Age									1.32 NS
10 years	6	20	-	-	-	-	6	20	
11 years	14	47	-	-	4	13	10	33	
12 years	10	33	-	-	3	10	4	13	
Area of residence									1.88 NS
Urban	26	87	-	-	8	27	18	60	
Rural	4	13	-	-	2	7	2	7	
Birth order									1.51 NS
One	12	40	-	-	2	7	10	33	
Two	14	47	-	-	4	13	10	33	
Three	4	13	-	-	2	7	2	7	
Others	-	-	-	-	-	-	-	-	
Number of siblings									1.49 NS
Zero	10	33	-	-	4	13	6	20	
One	8	27	-	-	5	16	3	10	
Two	8	27	-	-	2	7	6	20	
More than two	4	13	-	-	2	7	2	7	
Types of family									8.59 NS
Nuclear	21	70	-	-	10	33	11	40	
Joint	7	23	-	-	5	16	2	7	
Extended	2	7	-	-	-	-	2	7	
Currently living with									11.09 NS
Single parents	6	20	-	-	3	10	3	10	
Both parents	18	60	-	-	8	27	10	33	
Guardians	6	20	-	-	-	-	6	20	

<b>Association between the post- test levels of Knowledge, among schoolers and selected demographic variables for experimental group- cont</b>									
<b>Family income</b> < Rs. 5000	8	27	-	-	2	7	6	20	3.87 NS
Rs. 5001-10,000	15	50			5	16	10	33	
Rs. 10,001-15,000	7	23	-	-	2	7	5	17	
>Rs 15,001	-	-	-	-	-	-	-	-	
<b>Father's or Guardians education</b> Illiterate	6	20	-	-	2	7	4	13	42.08* S
Primary	4	13			-	-	4	13	
Secondary	5	17	-	-	2	7	3	10	
Higher secondary	5	17	-	-	-	-	5	17	
Graduate and above	10	33	-	-	4	13	6	20	
<b>Mothers or guardians education</b> Illiterate	4	13	-	-	2	7	2	7	31.59* S
Primary	6	20	-	-	2	7	4	13	
Secondary	3	10	-	-	-	-	3	10	
Higher secondary	7	24	-	-	-	-	6	20	
Graduate and above	10	33	-	-	6	20	4	13	
<b>Father's or guardians occupation</b> Unemployed	4	13	-	-	2	7	2	7	6.41 NS
Unskilled laborer	18	60	-	-	6	20	12	40	
Skilled laborer	6	20	-	-	2	7	4	13	
Professional	2	7	-	-	-	-	2	7	
<b>Mother's or guardians occupation</b> Home maker	21	70	-	-	3	10	18	60	2.41 NS
Unskilled laborer	5	16	-	-	2	7	3	10	
Skilled laborer	2	7	-	-	-	-	2	7	
Professional	2	7	-	-	-	-	2	7	

<b>Association between the post- test levels of Knowledge, among schoolers and selected demographic variables for experimental group- cont</b>									
<b>Previous knowledge on Sexual abuse</b>									3.99 NS
Yes	-	-	-	-	-	-	-	-	
No	30	100	-	-	15	50	15	50	
<b>Previous history of child sexual abuse</b>									2.56 NS
Yes	-	-	-	-	-	-	-	-	
No	30	100	-	-	4	-	13	87	

Note: S = Significant, NS= Not Significant.  $P < 0.05$

Table 26 results reveals that, father's education, mother's education are statistical significant level at ( $p < 0.05$ ) whereas, age, type of family, area of residence, currently living with, family income, father's or guardian occupation, mother's or guardian occupation, previous knowledge of sexual abuse and previous history of sexual abuse are not significant. Hence it is interpreted the difference in mean score values are true and the hypothesis 2 was accepted.



**Table 27: Association between the post- test levels of attitude among schoolers and selected demographic variables for experimental group. (n=30)**

[illegible]

**Association between the post- test levels of Attitude, among schoolers and selected demographic variables for experimental group- cont**

<b>Father's or Guardians Education</b>									
Illiterate	6	20	-	-	2	7	4	13	6.19 NS
Primary	4	13			2	7	2	7	
Secondary	5	17	-	-	4	17	2	7	
Higher secondary	5	17	-	-	-	-	5	17	
Graduate and above	10	33	-	-	3	10	7	24	
<b>Mother's or Guardians education</b>									
Illiterate	4	13	-	-	2	7	2	7	9.17 NS
Primary	6	20	-	-	3	10	3	10	
Secondary	3	10	-	-	-	-	3	10	
Higher secondary	7	24	-	-	2	7	5	17	
Graduate and above	10	33	-	-	6	20	4	13	
<b>Father's or guardians occupation</b>									
Unemployed	4	13	-	-	2	7	2	7	6.15 NS
Unskilled laborer	18	60	-	-	6	20	12	40	
Skilled laborer	6	20	-	-	2	7	4	13	
Professional	2	7	-	-	-	-	2	7	
<b>Mother's or guardians occupation</b>									
Home maker	21	70	-	-	3	10	18	60	5.41 NS
Unskilled laborer	5	16	-	-	2	7	3	10	
Skilled laborer	2	7	-	-	-	-	2	7	
Professional	2	7	-	-	-	-	2	7	

<b>Association between the post- test levels of Attitude, among schoolers and selected demographic variables for experimental group- cont</b>									
<b>Previous knowledge on Sexual abuse</b>									1.21 NS
Yes	-	-	-	-	-	-	-	-	
No	30	100	-	-	12	40	18	60	
<b>Previous history of child sexual abuse</b>									2.16 NS
Yes	-	-	-	-	-	-	-	-	
No	30	100	-	-	18	60	12	40	

Note: S = Significant, NS= Not Significant  $p < 0.05$

The Table 27 results that, age, area of residence, birth order, no. of siblings, type of family, family income, currently living with, father's or guardian education, mother's or guardians education, father's or guardian occupation, mother's or guardians occupation, previous knowledge, and previous history of sexual abuse are not significant.

**Table 28 Association between the post- test levels of expressed practices, among schoolers and selected demographic variables for experimental group. (n=30)**

Demographic variables	Schoolers		Expressed practices				Chi Square $\chi^2$ Value
	No	%	Negative		Positive		
			No	%	No	%	
Age in years							11.11 NS
10 years	6	20	2	7	4	13	
11 years	14	47	4	13	10	33	
12 years	10	33	3	10	7	23	
Area of residence							3.05 NS
Urban	26	87	8	27	18	60	
Rural	4	13	2	7	2	7	
Birth order							1.04 NS
One	12	40	2	7	10	33	
Two	14	47	8	27	6	20	
Three	4	13	-	-	4	13	
Others	-	-	-	-	-	-	
Number of siblings							2.45 NS
Zero	10	33	4	13	6	20	
One	8	27	5	16	3	10	
Two	8	27	2	7	6	20	
More than two	4	13	2	7	2	7	
Types of family							1.51 NS
Nuclear	21	70	3	10	8	27	
Joint	7	23	3	20	4	13	
Extended	2	7	2	7	-	-	
Currently living							2.14 NS
Single parents	6	20	3	10	3	10	
Both parents	18	60	8	27	10	33	
Guardians	6	20	-	-	6	20	

**Association between the post- test levels of Expressed practices, among schoolers and selected demographic variables for experimental group- cont**

<b>Family income</b>							2.87 NS
< Rs. 5000	8	27	2	7	6	20	
Rs. 5001-10,000	15	50	5	16	10	33	
Rs. 10,001-15,000	7	23	2	7	5	16	
>Rs 15,001	-	-	-	-	-	-	
<b>Father's or guardians education</b>							3.34 NS
Illiterate	6	20	2	7	4	13	
Primary	4	13	-	-	4	13	
Secondary	5	17	2	7	3	10	
Higher secondary	5	17	3	10	2	7	
Graduate and above	10	33	2	7	8	27	
<b>Mothers or guardians education</b>							5.48 NS
Illiterate	4	13	2	7	2	7	
Primary	6	20	2	7	4	13	
Secondary	3	10	-	-	3	10	
Higher secondary	7	24	2	7	5	17	
Graduate and above	10	33	6	20	4	13	
<b>Father's or guardians occupation</b>							2.53 NS
Unemployed	4	13	2	7	2	7	
Unskilled laborer	18	60	6	20	12	40	
Skilled laborer	6	20	2	7	4	13	
Professional	2	7	-	-	2	7	
<b>Mothers or guardians occupation</b>							1.67 NS
Home maker	21	70	3	10	18	60	
Unskilled laborer	5	16	2	7	3	10	
Skilled laborer	2	7	-	-	2	7	
Professional	2	7	-	-	2	7	

<b>Association between the post- test levels of Expressed practices, among schoolers and selected demographic variables for experimental group- cont</b>							
<b>Previous knowledge on Sexual abuse</b>							2.99 NS
Yes	-	-	-	-	-	-	
No	30	100	4	13	26	87	
<b>Previous history of child sexual abuse</b>							1.34 NS
Yes	-	-	-	-	-	-	
No	30	100	-	-	30	100	

Note: S = Significant, NS= Not Significant.  $P < 0.05$ .

The Table 28 reveals that, demographic variables of age, area of residence, birth order, no. of siblings, type of family, family income, currently living with, father's or guardian education, mother's or guardians education, father's or guardian occupation, mother's or guardians occupation, previous history of child sexual abuse and previous knowledge of sexual abuse, are not significant.

# **CHAPTER-V**

## **CHAPTER -V**

### **DISCUSSION**

This chapter concentrates on the results derived from the statistical analysis and its pertinence to the objectives set for the study. This study assessed the effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore.

60 schoolers in the age group 9-12 years were identified and randomly allocated into experimental (30) and control groups (30). Knowledge was assessed by questionnaire with multiple choice answers. Attitude on the other hand was assessed with likert scale which had 10 statements, out of which 5 were positive and 5 negative. Expressed practices were assessed with checklist which had 10 statements, out of which 5 were positive and 5 negative. Pre-test was conducted for both groups.

A school based education on prevention of sexual abuse was conducted for the experimental group only. Post-test was conducted after 7 days at the school settings. Same questionnaire were used for both groups in the post test.

The demographic variables were collected using an investigator prepared structure questionnaire, likert scale used for attitude and checklist used for expressed practice. Nearly half of the schoolers were 14 (47%) around the age of 11 years in the experimental and control group. Majority of schoolers 26 (87%) belong to urban areas in the experimental group and nearly three fourth of schoolers 22 (73%) belong to urban



area in the control group. Nearly half of the schoolers 14 (47%) were in the birth order of two in the experimental group and 18(60%) in the control group were birth order of two.

More than one quarter of schoolers 10 (33%) doesn't have any siblings in the experimental group and 11 (37%) have 2 siblings in the control group. Around 21 (70%) of schoolers were from nuclear family in the experimental group and majority 26 (87%) were belonging to a nuclear family in the control group. More than half of schoolers 18 (60%) in the experimental as well as in the control group were living with both parents.

Half of the schoolers 15 (50%) had family income of Rs. 5001-10,000 in the experimental group and less than half of schoolers 12 (40%) had family income of less than Rs. 5000 in the control group. More than one quarter 10 (33%) fathers were graduate and above in the experimental and in the control group. Around 10 (33%) mothers were graduate and above in the experimental group and whereas in the control group. 10 (33%) mother's had education upto higher secondary level.

More than half of father's occupation 18(60%) was unskilled labor in the experimental group and 10 (33%) were unskilled laborer in the control group. Less than three fourth 21(70%) of mother's in the experimental group and 18(60%) mothers were in the control group were home makers. All the schoolers in this study 30 (100%) had no previous knowledge on prevention of sexual abuse and no previous history of child sexual abuse in the experimental and in the control group.

**A first objective of the study was to assess the pretest levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for both group experimental and control groups.**

## **Knowledge**

In this study, experimental group nearly half of the schoolers 14(47%) had inadequate knowledge, 9(30%) had moderately adequate knowledge, less than one quarter of the schoolers 7(23%) had adequate knowledge during pre-test. In the control group nearly half of the schoolers 14(47%) had inadequate knowledge, less than half of the schoolers 10(33%) had moderately adequate knowledge, and 6(20%) had adequate knowledge.

These study findings are supported with the findings of a study by (Tilza and et.,al.,2014) who conducted a retrospective study among early adolescence in South Korea to analyze the knowledge level of early adolescence regarding child sexual abuse. For this study, purposive sampling technique was used. The researcher used a structured interview schedule to students to assess the knowledge. The study of pre-test revealed that majority of the students (78%) had inadequate awareness knowledge regarding child sexual abuse, and only (22%) of students were having adequate awareness knowledge regarding child sexual abuse.

. Another study finding also supported with the findings of this study by (R Sudha, 2012) that assessed the awareness of school going students regarding prevention of child sexual abuse in Perungudi, Tamil Nadu. A total of 50 samples were selected and the researcher used a structured interview schedule to collect the data from

students. The pre-test results concluded that only 8% of students had adequate awareness, 24% of students had a moderately adequate awareness and 68% of students had inadequate awareness regarding prevention of child sexual abuse.

## **Attitude**

In this study, experimental group, greater part of the schoolers 21(70%) had unfavorable attitude and less than half of the schoolers 9 (30%) had moderately favorable attitude during pre-test. In the control group, nearly three fourth of the schoolers 21(70%) had unfavorable attitude and more than one quarter of the schoolers 9(30%) had moderately favorable attitude during pretest.

These study findings are consistent with the findings of a study by Phital AD, Badhu B P, 2013 who assessed the effectiveness of structured teaching programme in improving their attitude regarding child sexual abuse among early adolescence from schools at Nepal. Around 200 samples were randomly selected from 4 schools. The pre-test result showed only 12% of samples had moderately favorable attitude, 88% of samples had unfavorable attitude and no one had favorable adequate attitude regarding child sexual abuse.

## **Expressed practices**

In this study experimental group, majority of the schoolers 24(80%) had negative expressed practices, below the one quarter of the schoolers 6(20%) had positive expressed practices during pre-test. In the control group, nearly three fourth of the

schoolers 21(70%) had negative expressed practices, 9(30%) had positive expressed practices during pre-test.

These study findings are supported with the findings of a study by Belgrave 2014 who has done Quantitative study among school going children from Dhanhran town in Mumbai, to evaluate the effectiveness of sex health education programme in improving their practices regarding child sexual abuse. In this 200 samples were randomly selected from 8 schools. The pretest results showed 15% had adequate practice, 35% had moderately adequate practice and 50% of students had inadequate practice regarding child sexual abuse.

Another study finding also supported with the findings of this study by Yang Al.2011 who conducted an explorative study in China among 121 samples of school students regarding child sexual abuse and its association with health risk practice. The pre-test results showed that 83% of students were having unfavorable health risk practice and only 17% of students were having favorable health risk practice regarding child sexual abuse.

**The Second objective of the study was to assess the effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for experimental group.**

## **Knowledge**

In this study, experimental group pre-test mean score was 15.04 and SD  $\pm$  3.06. After school based education post-test mean score increased to 20.6 and SD decrease to  $\pm$  2.72. The calculated paired 't' test value 40.88 was greater than that of the

table value(2.02), which is highly significant at  $p < 0.05$  level, hence hypothesis 1 was accepted. In the control group, pre-test mean score was 16.2 and SD  $\pm 3.34$ . With-out school based education post-test mean score was decreased to 12.6 and SD decreased to  $\pm 2.79$ .

These study findings are supported with the findings of a study by (Park 2014) who assessed study on Effects of sexuality education coaching program on sex-related knowledge among school students regarding sexual abuse. The participants were school students in Bangalore (Experimental group=21, Control group=23). The experimental group of 21 school students in the fifth and sixth grades received sexuality education coaching program, 10 sessions in duration of three weeks. The control group of 23 school students in the fifth and sixth grades from another school received, 2 sessions in the three weeks on sexuality education including physiology and sexual abuse prevention. The experimental group result showed significantly better sex-related knowledge (84.60%) which was statistically significant at 'p'  $< 0.05$  level, than the control group (52.7%). The calculated paired 't' test value 9.78 is greater than that of the table value 2. The study concluded that the sexuality education coaching program was effective in improving knowledge among school students.

Another study findings also supported with the findings of this study by Madava rao 2013 who conducted an experimental study among school children under 13 years of age to create knowledge awareness regarding child sexual abuse at Malappuram district, Kerela. The study included a total of 120 children. First the baseline information and the knowledge of the children regarding child sexual abuse were collected and those with inadequate knowledge were given teaching and on 10<sup>th</sup> day their knowledge were

reassessed using the same tool. The results concluded that  $p < 0.05$  level of significance was 71.1% in posttest, than the pretest 45.7% at  $p < 0.05$  level of significance. The calculated paired-‘t’ test value 2.93 is greater than that of the table value, this implies that teaching programme was effective.

Another study findings also supported with the findings of this study by Sathya.V, 2012 who assessed one group pre-test and post-test which evaluated the effectiveness of structured teaching programme in improving the knowledge of middle school students regarding prevention of child sexual abuse in New Delhi. A structured interview schedule was administered among 125 students. The results showed that  $p < 0.05$  level of significant was 83.5% than the pre-test 51.6%. The calculated paired ‘t’ test value 4.36 is greater than that of the table value 2. The study concluded that the teaching programme was effective in the improving knowledge among middle school students.

## **Attitude**

In this study experimental group pre-test mean score was 30.6 and  $SD \pm 15.92$ . After school based education post-test mean score is increased to 41.96 and  $SD \pm 16.24$ . The calculated paired ‘t’ test value 34.36 was greater than that of the table value, which is significant at  $p < 0.05$  level. Hence, hypothesis 1 was accepted. In the control group pre-test mean score was 25.8 and  $SD \pm 6.92$ . Without school based education post-test mean score is decreased to 22.7 and  $SD \pm 3.29$ .

These study findings are supported with the findings of a study by (Joseph Richard 2013 who assessed on effectiveness of STP program on sex-related attitude regarding child sexual abuse (CSA) among school going girls of 8-14 years in Uduppi

district, Karnataka. Sample size was 150 girls (experimental group = 75 and control group 75). The awareness was assessed immediately following intervention. The pretest results concluded that, 38.4% in an intervention group and the control group was 32.6%. The post test result of the study showed significant improvement in attitude after intervention to 79% than the control group 43% was observed regarding CSA at  $p < 0.05$  level. The calculated paired -'t' test value 6.33 is less than that of the table value (2.05). Attitude regarding CSA was improved in experimental group from 66 % -95 %.

Another study finding also was consistent with the findings of this study by (Wilson George 2011) who has done a pre-experimental study among school going children at Erode, Tamil Nadu. This study evaluated the effectiveness of sexuality education in improving the attitude of children regarding child sexual abuse. The data was collected through the structured questionnaire from 110 school going children and the samples were given teaching by using flip cards and posttest was done on the 15<sup>th</sup> day. The calculated paired -'t' test value 18.9 is less than that of the table value 2. The results showed in the pretest 33% and in the posttest score increased to 65.3%, which is highly statistically significant at  $p < 0.05$  level.

## **Expressed Practices**

In this study experimental group pre-test mean score was 37.2 and SD was  $\pm 20.32$ . After school based education the post- test mean value was increased to 49.88 and SD was decreased to  $\pm 15.91$ . The calculated paired-'t' test value 32.93 is greater than that of the table value (2.02) which is significant at  $p < 0.05$  level. Hence hypothesis 1 was accepted. In the control group pre-test mean score is 27.2 and SD is  $\pm 5.32$ . Without

school based education the post- test mean value is decreased to 21.8 and SD is decreased to  $\pm 3.91$ .

These study findings are supported with the findings of a study by (Tamie L, 2014) who assessed on Sexuality education practices of Urban Students in Middle School in Gujarat. A self-administered semi-structured questionnaire was used. The result showed, pre-test for experimental group was 37.2% and for control group was 30.4% and the posttest for experimental group score was increased to 74.6% which was statistically significant at ' $p < 0.05$ ' level than the control group 33.4%.

**Third objective of the study was to associate the post-test levels of knowledge, attitude & expressed practices regarding prevention of sexual abuse with selected demographic variables among schoolers for experimental group.**

The 'chi- square' test was used to find out the association between post- test levels of knowledge and selected demographic variables in the experimental group. In this study father's education, mother's education are statistical association level at ( $p < 0.05$ ) whereas, age, type of family, area of residence, currently living with, family income, father's or guardian occupation, mother's or guardian occupation, previous knowledge of sexual abuse and previous history of sexual abuse are not associated. Hence, it is interpreted the difference in mean score values are true and the hypothesis 2 was accepted.

The post-test scores of attitude as well as expressed practices with the demographic variables of age, area of residence, birth order, no. of siblings, type of family, family income, currently living with, father's or guardian education, mother's or



guardians education, father's or guardian occupation, mother's or guardians occupation, previous knowledge, and previous history of sexual abuse are not associated.

These study findings are supported by an experimental study conducted by **Watson (2014)** with pretest & posttest group on effectiveness of structured teaching programme in improving knowledge, attitude and practices of school going children's on CSA among 100 school-aged students in a town of China. The students were allotted into experimental and control groups. The study showed that the demographic variables such as age, previous knowledge and previous history are statistically associated at  $p < 0.05$ . There was no significant association in other demographic characteristics such as educational status, occupation status, religion and number of siblings. The pretest score of experimental group on KAP of CSA was 35.8% and of the control group was 39.4%. In post test experimental group was (84.6%). It is statistically significant at  $p < 0.05$  level than the control group (43.3%).

# CHAPTER-VI

## **CHAPTER- VI**

### **SUMMARY AND RECOMMENDATIONS**

This chapter deals with summary, conclusion and implications of the study in the field nursing. This also presents the recommendations for the future research.

#### **SUMMARY:**

This study was under taken to” assess the effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore”.

#### **OBJECTIVES:**

- 1) To assess the pretest levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for both groups.
- 2) To assess the effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers for experimental group.
- 3) To associate the post-test levels of knowledge, attitude & expressed practices regarding prevention of sexual abuse with selected demographic variables among schoolers for experimental group.

Based on the objectives, the following hypotheses were formed:

H<sub>1</sub>- There is a significant difference between levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers of VI standard in pre and post test for both groups

H<sub>2</sub>- There is a significant association between post-test levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers and selected demographic variables.

The reliability of the tool was checked by test-retest method. The tool and the school based education plan were validated by 5 experts and the feasibility of the study was found out by a pilot study which was conducted among 8 schoolers, Vellore. The study was found to be feasible to proceed with the main study.

The conceptual framework was based on Ludwig Von Bertalanfft's general system theory Model.

The tool used in the study had two sections.

**Part- I:** It consisted of demographic variables,

**Part-II :** The self-administered questionnaire was developed based on the literature and with the guidance of experts. To assess levels of knowledge a self-administered questionnaire was used, to assess levels of attitude a likert scale was used and to assess expressed practices a checklist was used. Same questionnaire was used for pre and post-test in both. (Experimental and Control groups).

### **Section -A : Knowledge regarding prevention of sexual abuse.**

**Knowledge** : It consists of 18 items related to knowledge regarding prevention of sexual abuse. A score of one was given for each correct answer and zero (0) for wrong answer.

### **Section – B : Attitude regarding prevention of sexual abuse.**

**Attitude** : Attitude assessment using likert scale.

It consists of 10 items related to attitude regarding prevention of sexual abuse. Attitude questions were assessed by the 4 point likert scale ranged from strongly agree to strongly disagree, others were agree, and disagree. The maximum score was 40.

### **Section - C : Expressed practices regarding prevention of sexual abuse.**

**Expressed practices** : Expressed practices assessment was using a checklist.

It consisted of dichotomous questionnaire with alternative response of “Yes “ or “ No “. This consisted of 10 items related to expressed practices.

## **MAJOR FINDINGS OF THE STUDY:**

- The study revealed that, in the experimental group, nearly half of the schoolers 14(47%) had inadequate knowledge, 9(30%) had moderately adequate knowledge, less than one quarter of the schoolers 7(23%) had adequate knowledge regarding prevention of sexual abuse during pre-test. Whereas, after school based education, more than half of the schoolers 18(60%) had adequate knowledge, nearly half of the schoolers 12(40%) had moderately adequate knowledge, none had inadequate knowledge.

- The greater part of the schoolers 21(70%) had unfavorable attitude and less than half of the schoolers 9(30%) had moderately favorable attitude during pre-test in the experimental group. Whereas, after the intervention, nearly three fourth of the schoolers 20(67%) had favorable attitude, and 10(33%) had moderately favorable attitude. None had unfavorable attitude.
- In the pretest, majority of the schoolers 24(80%) had negative expressed practices, below the one quarter of the schoolers 6(20%) had positive expressed practices in the experimental group. After school based education nearly three fourth of the schoolers 21(70%) had positive expressed practices, 9(30%) had negative expressed practices. It shows there was improvement in positive expressed practices after school based education.
- In pre-test nearly half of the schoolers 14(47%) had inadequate knowledge, less than half of the schoolers 10(33%) had moderately adequate knowledge, and 6(20%) had adequate knowledge. After post-test without intervention 4(13%) had Adequate knowledge, 14(47%) had moderately adequate knowledge and nearly half of the schoolers 12(40%) had inadequate knowledge, in the control group.
- Attitude of schoolers regarding prevention of sexual abuse, nearly three fourth of the schoolers 21(70%) had unfavorable attitude and more than one quarter of the schoolers 9(30%) had moderately favorable attitude and none had favorable attitude in the pre and posttest in the control group.
- In pre-test, nearly three fourth of the schoolers 21(70%) had negative expressed practices, 9(30%) had positive expressed practices, After post-test without intervention, more than half of the schoolers 18(60%) had negative expressed

practices, and less than half of the schoolers 12(40%) had positive expressed practices in the control group.

- The posttest findings revealed there was a significant difference at  $p < 0.05$  in the mean difference score of pretest and posttest on levels of knowledge regarding prevention of sexual abuse between the experimental and control group. The experimental group had significantly higher score as compare to the control group.
- There was significant difference at  $p < 0.05$  in the mean difference score of pretest and posttest on attitude and expressed practices regarding prevention of sexual abuse between the experimental and control groups. The experimental had a significantly higher score as compare to the control group.
- There was an increase in the proportion of schoolers with adequate knowledge, favorable attitude and positive expressed practices in the experimental group as compared to control group.
- There was significant association between the father's education and mother's education at  $p < 0.05$  and knowledge regarding prevention of sexual abuse.

The above results indicated that the school based education had a significant effective in improving the levels of knowledge, attitude and expressed practices.

## **NURSING IMPLICATIONS**

The finding of the present study enable to determine the effectiveness of school based education regarding prevention of sexual abuse. The findings of the study have

implications for nursing practice, nursing education, nursing administration and nursing research.

## **NURSING PRACTICE**

- The pediatric nurse can give health teaching regarding prevention of sexual abuse to children who are visiting pediatric OPD as well as in the pediatric wards.
- The pediatric nurse can conduct awareness programmes in the schools regarding prevention of child sexual abuse.
- The pediatric nurse can encourage school teachers to identify the early signs of sexual abuse and its management.

## **NURSING EDUCATION**

- Conference, workshop and seminars can hold for nurses to impart and to update their knowledge, to develop a positive attitude and expressed practices regarding sexual abuse.
- In-service education to update their knowledge and skill in caring for a child and family who are facing traumatic experiences of sexual abuse.
- Nursing curriculum has to focus on enabling the nursing students to develop skill in identifying risk group and risk behaviors and preventing the child sexual abuse at an earlier stage.

## **NURSING RESEARCH**

- This study will be a valuable reference for future researchers.



- This study is a preliminary step for exploring the concept of sexual abuse in terms of knowledge, attitude and expressed practices regarding prevention of sexual abuse.
- The result of the study encourages future researchers to conduct further explorative studies regarding prevention of sexual abuse.

## **NURSING ADMINISTRATION**

- The administrator can encourage the nurses to conduct research in various aspects of prevention of sexual abuse.
- The administrator can organize workshop, conference and seminars for nurses working with children.
- The administrator should support the staff to conduct programmes on world child sexual abuse prevention day in the month of April.
- Self-instructional material regarding sexual abuse and its prevention can be distributed in the hospitals and schools.

## **RECOMMENDATION**

- A similar study can be under taken for a large sample in different settings.
- An explorative study can be conducted among schoolers of various age groups regarding prevention of sexual abuse.
- A comparative study can be conducted among rural and urban children regarding awareness on sexual abuse.

- A further study can be carried out as a comparison between school and clinical settings.

## **CONCLUSION**

The present study assessed the Effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore. Before the school based education the levels of knowledge, attitude and expressed practices were inadequate for experimental group. After the school based education the results revealed that increase in levels of knowledge, favorable attitude and positive expressed practices. This shows that the school based education was effective as there was positive mean difference. So educating the schoolers regarding prevention of sexual abuse will help for early detection and prevention of sexual abuse. Many studies had strongly emphasized the impact of information that would focus on schoolers how to prevent sexual abuse and inculcating with adequate knowledge, favorable attitude and positive expressed practices, which will prepare them for future generation.

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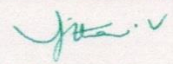
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**APPENDIX-I**  
**LETTER SEEKING PERMISSION TO CONDUCT**  
**PILOT STUDY**

	<p><i>Om Namo Narayani</i></p> <p><b>SRI NARAYANI COLLEGE OF NURSING</b></p> <p><i>(A Unit of Sri Narayani Hospital &amp; Research Centre)</i> Sripuram, Thirumalaikodi, Vellore - 632 055. Vellore District, Tamilnadu. India.</p>	
<hr/>		
<p><b>Dr. N.BALAJI, Ph.D., FIMSA, FACSc.</b> <b>Director</b></p>	<p><b>01.07.2015</b></p>	
<p>To</p>		
<p>The principal, Madras Matriculation Higher Secondary School, Arni road, Vellore-2.</p>		
<p><b>Respected Sir/ Madam,</b></p>		
<p><b>Sub:</b> Requesting permission for conducting the Research dissertation in Madras Matriculation Higher Secondary School, Vellore. by MSc (N) Student- request regarding.</p>		
<p>This is for your kind notice that Mrs. S. Arivukkodi is II year M.Sc Nursing student in Sri Narayani College of Nursing, is conducting a research Dissertation on <b>"Effectiveness of school based education on knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore"</b>., which is to be submitted to The Tamil Nadu Dr.MGR Medical University as a partial fulfillment for awarding of the degree of M.Sc Nursing.</p>		
<p>Hence forth, I request your good selves to kindly accord permission for data collection at Madras Matriculation Higher Secondary School, Vellore. Kindly do the needful.</p>		
<p style="text-align: center;">Thanking you,</p>		
<p>Your's faithfully,</p> 		
<p><b>PRINCIPAL.</b></p> <p>PRINCIPAL <b>SRI NARAYANI COLLEGE OF NURSING</b> VELLORE - 55.</p>		





Om Namo Narayani

# SRI NARAYANI COLLEGE OF NURSING

(A Unit of Sri Narayani Hospital & Research Centre)

Sripuram, Thirumalaikodi, Vellore - 632 055.  
Vellore District, Tamilnadu. India.



Dr. N.BALAJI, Ph.D., FIMSA, FACSc.  
Director

01.07.2015

To

The principal,  
Desia Matriculation Higher Secondary School,  
Virupatchipuram,  
Vellore-2.

Respected Sir/ Madam,

**Sub:** Requesting permission for conducting the Research dissertation in  
Desia Matriculation Higher Secondary School, Vellore. by MSc (N)  
student- request regarding.

This is for your kind notice that Mrs.S.Arivukkodi is II year M.Sc Nursing student in Sri Narayani College of Nursing, is conducting a research Dissertation on **"Effectiveness of school based education on knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore"**., which is to be submitted to The Tamil Nadu Dr.MGR Medical University as a partial fulfillment for awarding of the degree of M.Sc Nursing.

Hence forth, I request your good selves to accord permission for data collection at. Desia Matriculation Higher Secondary School, Vellore. Kindly do the needful.



Thanking you,

Your's faithfully,

PRINCIPAL.

PRINCIPAL  
SRI NARAYANI COLLEGE OF NURSING  
VELLORE - 55.

**APPENDIX-II**  
**LETTER SEEKING PERMISSION TO CONDUCT**  
**MAIN STUDY**

 <p><i>Om Namo Narayani</i></p> <p><b>SRI NARAYANI COLLEGE OF NURSING</b></p> <p><i>(A Unit of Sri Narayani Hospital &amp; Research Centre)</i> Sripuram, Thirumalaikodi, Vellore - 632 055. Vellore District, Tamilnadu. India.</p>	
<hr/>	
<p><b>Dr. N.BALAJI, Ph.D., FIMSA, FACSc.</b> <b>Director</b></p>	<p>01.07.2015</p>
<p>To,</p> <p>The Chief Educational Officer, Collectorate, Vellore District, Vellore-632004.</p>	<p><i>To If possible consider the request of benary</i></p> <p><i>10/15</i></p>
<p><b>Respected Sir/Madam,</b></p> <p><b>SUBJECT:</b> Permission for conducting the research Dissertation at VKVM Govt Girls Higher Secondary School, Velapadi, Vellore, by M.Sc (N) student- request regarding.</p> <p>This is for your kind information that, Mrs. Arivukkodi.S, II Year M.Sc Nursing student at Sri Narayani College of Nursing is planning a Research Dissertation on “ <b>EFFECTIVENESS OF SCHOOL BASED EDUCATION ON LEVELS OF KNOWLEDGE, ATTITUDE AND EXPRESSED PRACTICES REGARDING PREVENTION OF SEXUAL ABUSE AMONG SCHOOLERS AT SELECTED SCHOOLS, VELLORE.</b>” to be submitted to <b>THE TAMIL NADU DR. MGR MEDICAL UNIVERSITY</b> as partial fulfillment for awarding of the degree of M.Sc(N).</p> <p>Hence forth, I request your good selves to accord permission for her to conduct this Research Dissertation at VKVM Govt Girls Higher Secondary School, Velapadi, Vellore. She will abide by the rules &amp; regulations as stipulated. Kindly do the needful.</p> <p><b>Thanking you.</b></p>	
<p><b>Yours sincerely,</b></p> <p><i>Vijita . V</i></p> <p><b>PRINCIPAL</b> <b>PRINCIPAL</b> <b>SRI NARAYANI COLLEGE OF NURSING</b> <b>VELLORE - 55.</b></p>	
<p>Phone : 0416 - 2270225, 2270224, Fax : 0416 - 2270224 E-mail : aosnc@snhrc.org</p>	





Om Namo Narayani

# SRI NARAYANI COLLEGE OF NURSING

(A Unit of Sri Narayani Hospital & Research Centre)

Sripuram, Thirumalaikodi, Vellore - 632 055.  
Vellore District, Tamilnadu. India.



**Dr. N.BALAJI**, Ph.D., FIMSA, FACSc.  
Director

01.07.2015

To,

The Chief Educational Officer,  
Collectorate,  
Vellore District,  
Vellore-632004.

Respected Sir/Madam,

**SUBJECT:** Permission for conducting the research Dissertation at  
EVRN Govt Girls Higher Secondary School, Kosapet,  
Vellore, by M.Sc (N) student- request regarding.

This is for your kind information that, Mrs. Arivukkodi.S, II Year M.Sc Nursing student at Sri Narayani College of Nursing is planning a Research Dissertation on “ **EFFECTIVENESS OF SCHOOL BASED EDUCATION ON LEVELS OF KNOWLEDGE, ATTITUDE AND EXPRESSED PRACTICES REGARDING PREVENTION OF SEXUAL ABUSE AMONG SCHOOLERS AT SELECTED SCHOOLS, VELLORE.**” to be submitted to **THE TAMIL NADU DR. MGR MEDICAL UNIVERSITY** as partial fulfillment for awarding of the degree of M.Sc (N).

Hence forth, I request your good selves to accord permission for her to conduct this Research Dissertation at EVRN Govt Girls Higher Secondary School, Kosapet, Vellore. She will abide by the rules & regulations as stipulated. Kindly do the needful.

Thanking you.

Yours sincerely,

*Yita*

PRINCIPAL

PRINCIPAL  
SRI NARAYANI COLLEGE OF NURSING  
VELLORE - 55.

Phone : 0416 - 2270225, 2270224, Fax : 0416 - 2270224  
E-mail : aosnc@snhrc.org

## **Appendix – C**

### **Letter requesting participation in the study**

Dear participant,

I Mrs.Arivukkodi .S II nd year MSc Nursing student of Sri Narayani College of Nursing conducting “Effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, vellore.” as a partial fulfillment of my Masters Degree. In this regard I would like to administer a structured questionnaire to you and I assure you that the information obtained from you will be strictly confidential and will be used for the study purpose only. I need your whole hearted cooperation in this study to gather information and I will be grateful to you for the same.

Thanking you in anticipation,

Yours sincerely,

Mrs.Arivukkodi .S

### **CONSENT**

I have been informed for the purpose of the study and agree to participate in the same.

Date:

Place:

Signature of participants

**APPENDIX – IV**  
**CERTIFICATE OF VALIDATION**

This is to certify that the questionnaire (Non Standardized Tools) and the Demographic variables for the research study **“EFFECTIVENESS OF SCHOOL BASED EDUCATION ON LEVELS OF KNOWLEDGE, ATTITUDE AND EXPRESSED PRACTICES REGARDING PREVENTION OF SEXUAL ABUSE AMONG SCHOOLERS AT SELECTED SCHOOLS, VELLORE”**, prepared by **Mrs. Arivukkodi. S** has been validated.

Name :

Designation :

Date :

Institution :

Signature :

## **APPENDIX-V**

### **A LIST OF EXPERTS FOR TOOL VALIDATION**

**1. Professor. Mrs. Mary Anbarasi, M.Sc., (N),**

Department of Child Health Nursing,  
CMC Medical College of Nursing,  
Vellore.

**2. Professor. Mrs. Margaret, M.Sc., (N),**

Department of Child Health Nursing,  
CMC Medical College of Nursing,  
Vellore.

**3. Professor. Mrs. Vinitha. R M.Sc., (N),**

Professor. Department of Child Health Nursing,  
CMC Medical College of Nursing,  
Vellore.

**4. Professor. Mrs. Jenifer, M.Sc., (N),**

Department of Child Health Nursing,  
Apollo College of Nursing,  
Chennai.

**5. Professor. Mrs. Rajakumari , M.Sc., (N),**

Department of Child Health Nursing,  
Prinicpal of Rajalakshmi College of Nursing,  
Chennai.

**6. Mr. Muthurathinum, M.Sc,Biostatistics**

Biostatistician,  
Sri Narayani College of Nursing,  
Vellore.

## APPENDIX-G

### CERTIFICATE OF ENGLISH EDITING.

#### To whomsoever it may concern

This is to Certify that Mrs. S.Ariuvkkodi, II M.Sc Nursing, Department of Child Health Nursing has to conduct the dissertation for the partial fulfilment of Degree course "Effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore". She has prepared the tool and content. It has been edited by me in English language.



Signature of the Editor

Prof. T. THOMAS SEKCHAR, M.A., B.Ed., M.Phil.  
ASSOCIATE PROFESSOR & HEAD  
DEPT. OF ENGLISH  
VOORHEES COLLEGE, VELLORE- 632 001.

## APPENDIX – H

### CERTIFICATION OF TAMIL EDITING

To whomsoever it may concern

This is to Certify that S.Ariuvkkodi, II M.Sc Nursing, Department of Child Health Nursing has to conduct the dissertation for the partial fulfillment of Degree course "Effectiveness of school based education on levels of knowledge, attitude and expressed practices regarding prevention of sexual abuse among schoolers at selected schools, Vellore" She has prepared the tool and content. It has been edited by me in Tamil language.

  
Signature of the Editor

Attested  
Dr. B.G. THIRUINBAEZHILAN  
M.A., M.Phil., B.Ed., Ph.D.,  
Assistant Professor of Tamil  
P.G. & Research Department of Tamil  
Voorhees College, Vellore - 632 001

Attested  
Dr. B.G. THIRUINBAEZHILAN  
M.A., M.Phil., B.Ed., Ph.D.,  
Assistant Professor of Tamil  
P.G. & Research Department of Tamil  
Voorhees College, Vellore - 632 001



# **APPENDIX-I**

## **DATA COLLECTION INSTRUMENT- ENGLISH**

### **PART-I (DEMOGRAPHIC VARIABLES OF SCHOOLERS)**

#### **INSTRUCTION:**

Please fill your response to all the items given below by writing and putting a tick ( ✓)mark in the space provided in the bracket against the following items. These are no right or wrong answer. Kindly answer all the questions. The information given by you will be kept confidential.

#### **1. Age in years**

- a. 10 years.
- b. 11 years.
- c. 12 years

#### **2. Area of residence**

- a. Urban.
- b. Rural.

#### **3. Birth order**

- a. One.
- b. Two.
- c. Three.
- d. Others.

**4. Number of siblings**

- a. Zero.
- b. One.
- c. Two.
- d. More than two.

**5. Type of family.**

- a. Nuclear.
- b. Joint.
- c. Extended.

**6. Currently living with**

- a. Single parent.
- b. Both parents.
- c. Guardians.

**7. Family income per month in Rupees**

- a.  $\leq$  Rs. 5000.
- b. Rs 5001-10,000.
- c. Rs 10,001-15,000.
- d.  $\geq$  Rs. 15,001.

**8. Father's (or) guardian education**

- a. Illiterate.
- b. Primary.
- c. Secondary.
- d. Higher secondary.
- e. Graduate and above.

**9. Mother's (or) guardian education**

- a. Illiterate.
- b. Primary.
- c. Secondary.
- d. Higher secondary.
- e. Graduate and above.

**10. Father's (or) guardians occupation**

- a. Unemployed.
- b. Unskilled laborer.
- c. Skilled laborer.
- d. Professional.

**11. Mother's (or) guardians occupation**

- a. Home maker.
- b. Unskilled laborer.
- c. Skilled laborer.
- d. Professional.

**12. Previous knowledge on sexual abuse**

- a. Yes.
- b. No.

**If yes source of information**

- a. Parents.
- b. Mass media.

**13. Previous history of child sexual abuse**

- a. Yes.
- b. No.

## **PART-II (SECTION-A)- STRUCTURED QUESTIONNAIRE**

### **1. What is meant by child abuse?**

- a. Physical and emotional.
- b. Assault and mental injury.
- c. Falling down and choking.
- d. Burns and scalds.

### **2. What do you mean by child sexual abuse?**

- a. Holding the hands with each other
- b. Touch someone genitals.
- c. Smiling at each other.
- d. Travelling together

### **3. Which age group is at risk of child sexual abuse?**

- a. Infant.
- b. Toddler.
- c. School-age .
- d. Adult.

**4. What is the main cause for child sexual abuse?**

- a. Way of dressing.
- b. Alcoholism.
- c. Lack of supervision.
- d. Poverty.

**5. Which social class children are at risk for child sexual abuse?**

- a. Low class.
- b. High class.
- c. Middle class.
- d. Very high class.

**6. What is the example of bad touch?**

- a. Touching back and head.
- b. Touching chest and bottom.
- c. Touching cheek and neck.
- d. Touching hands and ears.

**7. What is the example of good touch?**

- a. Intentionally hitting.
- b. Shaking child violently.
- c. Holding hands with friends.
- d. Pinching and beating.

**8. What is the physical symptom of child sexual abuse?**

- a. Low self esteem.
- b. Numbness.
- c. Diarrhoea .
- d. Trouble while walking.

**9. What is the psychological symptom of child sexual abuse?**

- a. Depression and crying.
- b. Dysentery and abdominal pain.
- c. Pregnancy and vomiting.
- d. Excitement and calmness.

**10. What are the emotional issues of child sexual abuse?**

- a. Eating disorders.
- b. Psychosocial disorders.
- c. Sleeping disorders.
- d. Learning disabilities.

**11. What is incest?**

- a. Sexual abuse by stranger.
- b. Forceful genital contact.
- c. Sexual abuse by family members.
- d. Sexual intercourse with animal.

**12. What is pedophilia?**

- a. Achieving sexual excitement from post pubertal children.
- b. Achieving sexual excitement from adult.
- c. Achieving sexual excitement from exposure of genitals
- d. Achieving sexual excitement from pre- pubertal children.

**13. What is the most common social consequence of the CSA?**

- a. Social stigma.
- b. Antisocial activity.
- c. Physical illness.
- d. Isolated from society.

**14. Which of the following will prevent child sexual abuse?**

- a. Teaching child to say YES to unwanted touch.
- b. Teaching children about body parts.
- c. Participating in uncomfortable Events.
- d. Participating in social problems.

**15. What is the role of family in preventing child sexual abuse?**

- a. Instruct to child to have eatables from unknown person.
- b. Instructing children not to mingle with friends.
- c. Instruct the child to avoid going with strangers.
- d. Instruct not to go to school.

**16. Which act is suitable to prevent child sexual abuse?**

- a. Child survival and safe\_motherhood.
- b. Child labour prohibition and\_regulation act.
- c. Indian children welfare act.
- d. The protection of children from sexual offences act (2012).

**17. What punishment will be given to the abuser by the government?**

- a. Section 12; 3 years imprisonment with fine.
- b. Section 10; < 5 year imprisonment.
- c. Section 3; 7 years imprisonment.
- d. Section 4; fine.

**18 . What will you do when you face bad touch?**

- a. Be quiet.
- b. Shout NO.
- c. Stay in the same place.
- d. Smiling at each other.



## SECTION- B LIKERT SCALE (Attitude)

S.NO	STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
1. *	Children have the rights to protect themselves from society.	4	3	2	1
2.	Children should keep silent and not to talk about child sexual abuse.	1	2	3	4
3.*	Child sexual abuse is always perpetrators fault.	4	3	2	1
4.	Children who are sexually abused are dirty and ruined.	1	2	3	4
5.*	Children are sexually abused not only by a close relative.	4	3	2	1
6.	Making a child feel shame and guilt after child sexual abuse is sometimes okay.	1	2	3	4
7.*	Reporting child sexual abuse is necessary for the safety of children.	4	3	2	1
8.	Children who are sexually abused cannot heal and recover and live a normal life.	1	2	3	4
9.*	Giving punishments for the persons involving in child sexual abuse is necessary.	4	3	2	1
10.	Child sexual abuse can be child's fault.	1	2	3	4

## SECTION- C

### CHECK LIST ( EXPRESSED PRACTICES)

S.NO	QUESTIONS	YES	NO
1.	Definitely say NO if anybody touches private parts.		
2.	Parents or trustworthy adults should be informed when sexual abuse happens.		
3.	Don't enter into conversation with strangers.		
4.	Refuse to receive eatables or gifts from strangers without parent's / guardian's permission.		
5.	I can differentiate between good and bad touch.		
6.	Refuse to talk about or see sex related videos.		
7.	Uncomfortable to discuss about sexual abuse to parents or guardians.		
8.	Feel worthless or guilty when exposed to sexual abuse.		
9	Sexual behaviour feel uncomfortable when words are used during play with family/ friends.		
10	Reluctant to report sexual abuse due to threat by the abusers.		

## பகுதி – 1

அனைத்து வினாவிிற்கும் விடையளிக்கவும். கீழ்க்கண்ட வினாவிிற்கு கொடுக்கப்பட்டுள்ள கட்டத்தில் (✓) குறியீட்டின் பதில் அளிக்கவும்.

1. வயது (ஆண்டுகளில்)

அ. 10 வருடங்கள்

ஆ. 11 வருடங்கள்

இ. 12 வருடங்கள்

2. வசிப்பிடம் அமைந்துள்ள பகுதி

அ. நகர்ப்புரம்

ஆ. கிராமப்புரம்

3. பிறப்பு விகிதம்

அ. ஒன்று

ஆ. இரண்டு

இ. மூன்று

ஈ. முற்றவை.

4. உடன்பிறந்தோர் எண்ணிக்கை

அ. புஜ்ஜியம்

ஆ. ஒன்று

இ. இரண்டு

ஈ. இரண்டுக்கு மேல்

5. குடும்ப வகை

அ. தனிக் குடும்பம்

ஆ. கூட்டுக் குடும்பம்

இ. விரிவாக்கப்பட்ட குடும்பம்

6. தற்போது யாருடன் வசிக்கிறீர்கள்

அ. பெற்றோரில் ஒருவருடன்

ஆ. பெற்றோர் இருவருடன்

இ. பாதுகாவலர்களுடன்

7. மாத குடும்ப வருமானம் (ரூபாயில்)

அ.  $\leq$  ரூ. 5000 க்குள்

ஆ. ரூ. 5001 – 10000,

இ. ரூ. 10001 – 15000

ஈ.  $\geq$  ரூ. 15001 மேல்

8. தகப்பனார் (அ) பாதுகாவலர் கல்வித் தகுதி

அ. படிப்பறிவு இல்லாதவர்

ஆ. தொடக்கக் கல்வி

இ. உயர் நிலை

ஈ. மேல் நிலை

எ. பட்டதாரி மற்றும் அதற்கு மேல்.

**9. தாய் (அ) பாதுகாவலர் கல்வித் தகுதி**

- அ. படிப்பறிவு இல்லாதவர்
- ஆ. தொடக்கக் கல்வி
- இ. உயர் நிலை
- ஈ. மேல் நிலை
- எ. பட்டதாரி மற்றும் அதற்கு மேல்.

**10. தந்தை (அ) பாதுகாவலரின் வேலை**

- அ. வேலைவாய்ப்பு இல்லாதவர்
- ஆ. பயிற்சி பெறாத தொழிலாளர்
- இ. பயிற்சி பெற்ற தொழிலாளர்
- ஈ. தொழில் வல்லுனர்

**11. தாய் (அ) பாதுகாவலரின் வேலை**

- அ. இல்லத்தரசி
- ஆ. பயிற்சி பெறாத தொழிலாளர்
- இ. பயிற்சி பெற்ற தொழிலாளர்
- ஈ. தொழில் வல்லுனர்

**12. பாலியல் முறைகேடு குறித்த தகவல்கள் அறிந்தது உண்டா ?**

- அ. ஆமாம்
- ஆ. இல்லை
- ஆமாம் என்றால் எவர் மூலம் அறிந்தீர்கள்
- அ. பெற்றோர்கள்
- ஆ. மக்கள் தொடர்பு சாதனங்கள்

13. பாலியல் முறைகேடு குறித்து முன் அனுபவம் உண்டா ?

அ. ஆம்

ஆ. இல்லை

## பகுதி – 2 (அ)

II - தொகுக்கப்பட்ட கேள்விகள் :-

1. குழந்தை முறைகேடு – பொருள் என்ன?

- அ. முரட்டு தாக்குதல் மற்றும் மன உளைச்சல்.
- ஆ. உடல்நீதியான மற்றும் மூச்சுத் திணறல்.
- இ. கீழே விழுதல் மற்றும் உணர்ச்சிவசப்படுதல்.
- ஈ. தீக்காயம் மற்றும் ஆவியால் வெந்த புண்.

2. குழந்தை பாலியல் முறைகேடு குறித்து – கருத்து என்ன ?

- அ. ஒருவருக்கொருவர் கைகுலுக்குதல்.
- ஆ. ஒருவரை பார்த்து இன்னொருவர் புன்முறுவல் செய்தல்.
- இ. ஒன்றாக பயணம் செய்தல்.
- ஈ. ஒருவரது பாலியல் உறுப்பை தொடுவது.

3. எந்த வயது குழந்தைகள் பாலியல் முறைகேட்டில் பாதிக்கப்படுகின்றனர்

- அ. குழந்தை
- ஆ. நடை பழகும் குழந்தை
- இ. பள்ளி பருவம்
- ஈ. பெரியவர்கள்

4. குழந்தை பாலியல் முறைகேட்டின் – முக்கிய காரணம் என்ன ?

- அ. உடை உடுத்தும் முறை
- ஆ. போதை பொருள்
- இ. மேற்பார்வை இல்லாதது.
- ஈ. வறுமை

5. எந்த சமூக காரணிகள் குழந்தையின் பாலியல் துன்புறுத்தலுக்கு, ஆபத்தை ஏற்படுத்துகிறது ?

- அ. சமூக பொருளாதார கோட்டுக்கு கீழ்நிலை
- ஆ. பெரிய குடும்பம்
- இ. குழந்தைகளை வேலைக்காரர் பராமரிப்பில் விடுதல்.
- ஈ. தெரியவில்லை.

6. குழந்தையை கெட்ட எண்ணத்தில் தொடுதலுக்கு – உதாரணம் என்ன ?

அ. தலை மற்றும் பின்பாகத்தை தொடுவது.

ஆ. மார்பு மற்றும் கீழ் பாகத்தை தொடுவது.

இ. கன்னம் மற்றும் கழுத்தை தொடுவது.

ஈ. கை மற்றும் காதுகளை தொடுவது.

7. குழந்தையை நல்ல எண்ணத்தில் தொடுதலுக்கு உதாரணம் என்ன ?

அ. வேண்டுமென்றே இடித்தல்.

ஆ. நண்பர்களுடன் கை குலுக்குவது.

இ. முரட்டுதனமாக குழந்தையை குலுக்குதல்.

ஈ. கிள்ளுதல் மற்றும் அடித்தல்.

8. குழந்தை பாலியல் முறைகேட்டினால் ஏற்படும் உடல் ரீதியான அறிகுறிகள் என்ன ?

அ. தன்னை குறைத்து மதிப்பிடுதல்.

ஆ. உணர்ச்சியின்மை.

இ. சிரமப்பட்டு நடத்தல்.

ஈ. வயிற்றுப் போக்கு.

9. குழந்தை பாலியல் முறைகேட்டினால் ஏற்படும் உளவியல் சம்பந்தமான அறிகுறிகள் என்ன

அ. மன அழுத்தம் மற்றும் அழுகை.

ஆ. சீதபேதி மற்றும் அடிவயிற்றுவலி.

இ. தலைவலி மற்றும் வாந்தி.

ஈ. உணர்ச்சிவசப்படுதல் மற்றும் அமைதி.

10. குழந்தை பாலியல் முறைக்கேட்டினால் ஏற்படும் மன உணர்வு சம்பந்தமான அறிகுறிகள் என்ன ?

அ. உணவு அருந்துவதில் மாற்றம்.

ஆ. தூக்கமின்மை

இ. பாடம் கற்றுக்கொள்ள முடியாமை.



FF. உளவியல் பாதிப்புகள்.

11. முறை தகாப் புணர்ச்சி – என்றால் என்ன ?

அ. அன்னியர்களால் பாலியல் முறைகேடு.

ஆ. பாலியல் வற்புறுத்தல்.

இ. குடும்ப உறுப்பினர்களால் தகாத பாலியல் முறைகேடு.

FF. வற்புறுத்தி முத்தம் கொடுத்தல்.

12. குழந்தைகளின் – மீதான பாலியல் இச்சை என்றால் என்ன ?

அ. பருவமடைந்த குழந்தைகளை கொண்டு பாலியல் உணர்ச்சிகளில் திருப்திப்படுதல்.

ஆ. நடுத்தர வயதினரை கொண்டு பாலியல் உணர்ச்சிகளில் திருப்திப்படுதல்.

இ. பிறப்பு உறுப்புகளை காண்பித்து பாலியல் உணர்ச்சிகளில் திருப்தி அடைதல்

FF. பருவமடையாத முன் குழந்தைகளை கொண்டு பாலியல் உணர்ச்சிகளில் திருப்திப்படுதல்.

13. குழந்தை பாலியல் முறைகேட்டால் சமூகத்தில் ஏற்படும் முக்கிய விளைவுகள் என்ன

அ. சமூக களங்கம்

ஆ. சமூக விரோத நடவடிக்கைகள்

இ. உடல்நலக்குறைவு

FF. சமுதாயத்தில் இருந்து தனிமைபடுத்துதல்.

14. கீழ்காணுவதில் எதை தடுத்தால் குழந்தை பாலியல் முறைக்கேட்டிலிருந்து குழந்தைகளை பாதுகாக்கலாம் ?

அ. தேவையில்லாத போது யாராவது தொட்டால் சிரித்து கொண்டே இருப்பதை தவிர்க்க போதிக்க வேண்டும்.

ஆ. குழந்தைகளுக்கு, உடல் பாகங்கள் குறித்து போதிக்க வேண்டும்.

இ. அசௌகரியமான நிகழ்வுகளில் கலந்து கொள்ளுதல்.

FF. சமூக பிரச்சனைகளின் போது கலந்து கொள்ளுதல்.

15. குழந்தைகளை பாலியல் முறைக்கேட்டில் இருந்து பாதுகாக்க, குடும்பத்தினரின் பங்களிப்பு என்ன ?

- அ. அறிமுகம் இல்லாத நபர்களிடம் உணவுபண்டங்களை வாங்க அறிவுறுத்துவது.
- ஆ. நண்பர்களிடம் பழகக்கூடாது என அறிவுறுத்துவது.
- இ. அன்னியர் உடன் செல்வதை தவிர்க்க, அறிவுறுத்துவது.
- ஈ. பள்ளிக்கு செல்லக்கூடாது என அறிவுறுத்துவது.

16. எந்த சட்டம் குழந்தைகளின் பாலியல் முறைக்கேட்டில் இருந்து குழந்தைகளை பாதுகாக்கிறது –

- அ. தாய் சேய் நல பாதுகாப்பு.
- ஆ. குழந்தை தொழிலாளர் தடை மற்றும் ஒழுங்குமுறை சட்டம்.
- இ. இந்திய குழந்தைகள் நலவாரிய சட்டம்.
- ஈ. பாலியல் குற்றத்தில் இருந்து குழந்தையை பாதுகாக்கும் பாலியல் குற்ற சட்டம். (2012).

17. பாலியல் முறைக்கேட்டில் ஈடுபடும் நபருக்கு அரசாங்கம் தரும் தண்டனை என்ன ?

- அ. பிரிவு 12 : அபராதத்துடன் மூன்று ஆண்டு கடுங்காவல் தண்டனை.
- ஆ. பிரிவு 10 : 5 வருடங்களுக்கு மேல் தண்டனை.
- இ. பிரிவு 3 : 7 ஆண்டு சிறைத் தண்டனை.
- ஈ. பிரிவு 4 : அபராதம் மட்டும்.

18. தவறான தொடுதலை எதிர்கொண்டால் என்ன செய்வாய் ?

- அ. அமைதியாய் இருப்பேன்.
- ஆ. தொடாதே என்று கத்துவேன்.
- இ. ஒரே இடத்தில் இருப்பேன்.
- ஈ. ஒருவரையொருவர் பார்த்து புன்னகை செய்வேன்.

## பகுதி – ஆ

**ஒப்பீடு அளவுகோல் ( பாலியல் முறைகேட்டிலிருந்து பாதுகாப்பதில் நம்முடைய மனோபாவம்**

வரிசை எண்.	அறிக்கை	தீவிரமாய் அங்கீகரி	அங்கீகரி	புறக்கனி	தீவிரமாய் புறக்கனி
1.	குழந்தைகள் தங்களை பாதுகாக்க இச்சமுதாயத்தில் உரிமை உள்ளது.	4	3	2	1
2.	குழந்தைகள் அமைதியாகவும், மற்றும் முறைகேடு பற்றி வெளியே பேசக்கூடாது.	1	2	3	4
3.	குழந்தைகள் பாலியல் முறைகேடு எப்போதும் தவறு செய்பவரின் தவறு.	4	3	2	1
4.	தகாத உறவின் மூலம் பாதிக்கப்பட்ட குழந்தைகள், அழுக்கானவர்கள் மற்றும் நாசம் செய்யப்பட்டவர்கள்.	1	2	3	4
5.	குழந்தைகள் பொதுவாக தங்களின் நெருங்கிய உறவினர் மூலம் பாலியல் முறைக்கேட்டிற்கு ஆளாகின்றனர்.	4	3	2	1
6.	பாலியல் முறைகேட்டிற்கு பிறகு குழந்தைகள் அவமானத்தோடும் குற்ற உணர்வோடும் இருப்பது சில நேரங்களில் சரிதான்.	1	2	3	4
7.	குழந்தை பாலியல் முறைகேடு பற்றி புகார் கொடுப்பது குழந்தைகளுக்கு பாதுகாப்பை கொடுக்கும்.	4	3	2	1
8.	பாலியல் முறைகேட்டிற்குள்ளான குழந்தைகள் குணமடையவோ, சுகம் பெறவோ மற்றும் இயல்பு வாழ்க்கை வாழ முடியாது.	1	2	3	4
9.	குழந்தைகள் பாலியல் முறைகேட்டில் ஈடுபடும் நபர்களுக்கு அவசியம் தண்டனை வழங்கப்பட வேண்டும்.	4	3	2	1
10.	குழந்தைகள் பாலியல் முறைகேடு எப்போதும் குழந்தையின் தவறு தான்.	1	2	3	4

## பகுதி – இ

சரிபார்த்தல் பட்டியல்

(பாலியல் முறைகேட்டிலிருந்து தங்களை பாதுகாக்க வெளிப்படுத்தும் நடைமுறைகள் )

வரிசை எண்.	கேள்விகள்	ஆமாம்	இல்லை
1.	அன்னியருடன் உரையாடல் செய்யவோ கூடாது.		
2.	அன்னிய நபர்கள் கொடுக்கும் பரிசுப்பொருட்களையோ (அ) திண்பண்டங்களையோ, பெற்றோரின் அனுமதி இல்லாமல் பெறக் கூடாது.		
3.	நான் நல்லது எது ? கெட்டது எது ? என்பதை பிரித்து பார்ப்பேன்.		
4.	பாலியல் பற்றி பேசுவதும், பாலியல் தொடர்பான புகைப்படங்களை பார்ப்பதும் தவிர்க்க வேண்டும்.		
5.	பாலியல் முறைகேடு குறித்து பெற்றோர் அல்லது பாதுகாவலரிடம் பேச அசௌகரியமாக உள்ளது.		
6.	பாலியல் பொருள்பட வார்த்தைகள், புகைப்படங்கள் உபயோகிப்பது அசௌகரியமாக உள்ளது.		
7.	உங்கள் அந்தரங்க உறுப்புகளை யாராவது தொட்டால், கண்டிப்பாக வேண்டாம் என்று சொல்லி தவிர்க்கவும்.		
8.	பெற்றோர் அல்லது நம்பிக்கைக்குரிய பெரியவர்களுக்கு பாலியல் முறைகேடு நடந்தால், தகவல் தரப்பட வேண்டும்.		
9.	பாலியல் முறைகேடு செய்பவர்களால் மிரட்டப்படுவதால், பாலியல் வன்முறை குறித்து வெளியில் சொல்ல விருப்பம் இல்லை.		
10.	குழந்தை பாலியல் முறைகேட்டிற்கு உள்ளாகும் போது தங்களை பயனற்ற அல்லது குற்றமுள்ளவராக கருதுகின்றனர்.		



# LESSON PLAN ON CHILD SEXUAL ABUSE



### **General objectives:**

By the end of the class the students will be able to understand & gain knowledge regarding prevention of child sexual abuse.

**Specific objectives:-** On completion of the topic each student will be able to,



1. Define child abuse?
2. Enlist the types of child abuse?
3. Define child sexual abuse?
4. List out the types of child sexual abuse?
5. Discuss about the causes of child sexual abuse?
6. Enumerate the risk factors of child sexual abuse?
7. Explain the signs & symptoms of child sexual abuse?
8. Enlist the complications of child sexual abuse?
9. Describe the prevention of sexual abuse?
10. Discuss about the welfare act?


**BIOGRAPHIC DATA**

TOPIC :	CHILD SEXUAL ABUSE .
GROUP :	IV STANDARD STUDENTS.
VENUE :	VKVM, GOVT, GIRLS HIGHER SECONDARY SCHOOL IN VELAPADI, VELLORE.
DURATION :	45 MINUTES.
METHOD OF TEACHING :	LECTURE CUM DISCUSSION.
TEACHING AID :	LAPTOP (PPT), MODELS, FLUX.
MEDIUM OF INSTRUCTION :	TAMIL.



Time	Specific Objectives	Content	Teachers Activities	Students Activities	Av aids
2 mins		<p><b>Introduction :</b></p> <p>Child neglect is the most common form of maltreatment. Neglect is generally defined as the failure of a parents or other person legally responsible for the child's welfare to provide for the child's basic needs &amp; an adequate level of care</p> <p>Child sexual abuse is the sexual exploitation or victimization of a child by an adult or older child.</p> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>✓ One in 3 girls &amp; one in six boys are sexually abused before the age of 18.</li> <li>✓ Over a third of all sexual assaults involve a victim who was under the age of 12.</li> <li>✓ The 23.3 million adolescents in the united states today 1.8 million have been victims of serious sexual assault.</li> </ul> <p><b>Age</b></p> <p>More than half (54 %) of females victims and nearly three quarters (71%) of male victims were first raped before their 18<sup>th</sup> birthdays.</p>	explaining	listening	Ppt
1 mins					Ppt
					ppt

2 mins	<p><b>Define child abuse?</b></p> <p>The physical or mental injury, sexual abuse or exploitation negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened.</p>	Explaining	Listening	ppt
5 mins	<p><b>Enlist the types of child abuse?</b></p> <p><b>Child welfare act</b></p> <p><b>Types of abuse;</b></p> <ul style="list-style-type: none"> <li>❖ Physical abuse</li> <li>❖ Sexual abuse</li> <li>❖ Emotional abuse</li> <li>❖ Neglect</li> </ul> <p><b>Physical abuse</b></p> <p>Physical trauma like head injuries ( subdural hematoma, fracture of the skull bone) fracture of the long bone, bruises and burns frequent. Serious injuries to internal organs, like rupture of liver and spleen or intestinal organs, like rupture of liver and spleen or intestinal tears caused by blows on the abdomen may also occur.</p> <p><b>Sexual abuse:</b></p> <p>The victims in 90% of the cases are girls &amp; the offenders are adult males. Molestation, rape &amp; even intercourse can be forms of abuse. All age groups of children are subjected to this type of abuse.</p>	Explaining	listening	<p>Model</p>  <p>Ppt</p> 

<p>2 mins</p>	<p>Define child sexual abuse?</p>	<p><b>Neglect:</b></p> <p>Neglect is a failure to provide the necessary care, aid or guidance to dependent adults or children by those responsible for their care. Types of abuse include; physical abuse – such as punching, hitting, slapping, burning etc.</p> <p><b>Emotional abuse</b></p> <p>It refers to failure to meet the child’s needs for the affection, attention &amp; emotional nurturance.</p> <p><b>Introduction of sexual abuse</b></p> <p>Sexual abuse includes a range of behaviors, including vaginal, anal or oral penetration fondling, exhibitionism, prostitution &amp; photographing a child for photography. The sexual activity does not necessarily involve force. Children are often verbally coerced into sexual act.</p> <p><b>Definition of sexual abuse</b></p> <ul style="list-style-type: none"> <li>• Child sexual abuse includes touching &amp; non touching activity.</li> <li>• <b>Some examples of touching activity include,</b></li> <li>• Touching a child’s genitals or private parts for sexual pleasure</li> <li>• Making a child touch someone else’s genitals, play sexual games or have sex putting objects or body parts ( like fingers, tongue or penis) inside the vagina, in the mouth or in the anus of a child for sexual pleasure.</li> </ul>	<p>Explaining</p>		<p>Ppt</p> 
			<p>Listening</p>		<p>ppt</p>

2 mins	<p><b>Some examples of non touching activity include</b></p> <ul style="list-style-type: none"><li>➤ Showing photography to a child</li><li>➤ Deliberately exposing an adult’s genitals to a child.</li><li>➤ Photographing a child in sexual poses.</li><li>➤ Encouraging a child to watch or hear sexual acts.</li><li>➤ Inappropriately watching a child undress use the bathroom.</li></ul> <p><b>Incidence</b></p> <ul style="list-style-type: none"><li>➤ Approximately 30% of sexual assaults cases are reported to authorities.</li><li>➤ 9.3% of cases of maltreatment of children in 2012 were classified as sexual abuse.</li><li>➤ 62,939 cases of child sexual abuse were reported in 2012.</li><li>➤ In 2010, 12% of rapes &amp; sexual assaults involved a weapon.</li><li>➤ According to the Bureau of Justice statistics, national criminal victimization survey, in 2012 there were 346, 830 reported rapes or sexual assaults of persons 12 years or older.</li></ul>	Explaining	Listening	ppt
7 mins	<p><b>List out the types of child sexual abuse?</b></p> <p><b>Incest</b></p> <p>The most common form of child sexual abuse. Sexual abuse of children by other family members, including mother or father, step-parents, aunts, uncles, cousins &amp; grandparents.</p> <p><b>Molestation</b></p> <p>A vague term that includes indecent, liberties, such as touching, fondling, kissing, single or mutual masturbations, or oral genital contact.</p> <p><b>Exhibition</b></p> <p>Indecent exposure, usually exposure of the genitals by an adult to children or other adults.</p>	Explaining	listening	ppt

2 mins	<p><b>Discuss about the causes of child sexual abuse?</b></p>	<p><b>Pornography</b></p> <p>It is printed or visual material containing the explicit description or display of sexual organs or activity intended to stimulate sexual excitement.</p> <p><b>Child prostitution</b></p> <p>Involving children in sex acts for profit &amp; usually with changing partners.</p> <p><b>Pedophilia</b></p> <p>It means sexual feelings directed towards children.</p> <p><b>Causes of sexual abuse</b></p> <ul style="list-style-type: none"><li>✓ Poverty.</li><li>✓ Lack of education.</li><li>✓ Serious marital problems.</li><li>✓ Frequent changes of address.</li><li>✓ Violence between family members.</li><li>✓ Lack of support from the extended family.</li><li>✓ Loneliness and social isolation.</li></ul> <p><b>In some cases the abuser may also display the following:</b></p> <ul style="list-style-type: none"><li>✓ Very high expectations of the child &amp; what the child should achieve.</li><li>✓ The parents may have been abused a child.</li><li>✓ A lack of knowledge &amp; skills in bringing up children.</li><li>✓ Depression.</li><li>✓ Work pressure.</li></ul>	Explaining	Listening	ppt
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5 mins	<p><b>Enumerate the risk factors of child sexual abuse?</b></p>	<p><b>Risk factors</b></p> <p>Child abuse occurs across all social &amp; economic level &amp; ethnic group.</p> <p>Factors that may increase a person's risk of becoming abusive include:</p> <ul style="list-style-type: none"><li>• A history of being abused on neglect as a child.</li><li>• Physical or mental illness, such as depression or post traumatic stress disorder (PTSD).</li><li>• Family crisis or stress, including domestic violence &amp; other marital conflicts, single parenting, or young children in the family, especially several children under age 5.</li><li>• A child in the family who is developmentally or physically disabled.</li><li>• Financial stress or unemployment.</li><li>• Social or extended family isolation.</li><li>• Poor understanding of child development &amp; parenting skills.</li><li>• Alcoholism or other forms of substance abuse.</li></ul> <p><b>Signs &amp; symptoms of child sexual abuse</b></p> <p>Symptoms of sexual abuse in children are similar to those of depression or severe anxiety &amp; nervousness.</p> <ol style="list-style-type: none"><li>1. <b>Physical symptoms</b></li><li>2. <b>Social behavior</b></li><li>3. <b>Psychological symptoms</b></li></ol>	Explaining	listening	poster
10 mins	<p><b>Explain the signs &amp; symptoms of child sexual abuse?</b></p>				

[illegible]





10 mins	Describe the prevention of sexual abuse?	<p><b>4. Mental disorders</b></p> <ul style="list-style-type: none"> <li>✓ Eating disorders.</li> <li>✓ Personality disorders.</li> <li>✓ Depression.</li> <li>✓ Anxiety.</li> <li>✓ PTSD.</li> </ul> <p><b>Prevention of child sexual abuse</b></p> <ul style="list-style-type: none"> <li>➤ The primary prevention of sexual abuse is related, in part to normal developmental education &amp; sexual behavior.</li> <li>➤ Teaching children the proper names of the all body parts including the names, function &amp; significance of private parts (nipples, genitals &amp; rectum).</li> <li>➤ Teach to children should be say NO for unwanted touch.</li> <li>➤ Victim therapy should decrease the potential for re-abuse.</li> <li>➤ Routine family discussions of uncomfortable events.</li> <li>➤ Written permission should be obtained from any caregiver to allow a police screening for offenses.</li> </ul> <p><b>Teaching children to differentiate between good &amp; bad touch</b></p> <p><b>Safe good touch</b></p> <ul style="list-style-type: none"> <li>❖ Anything that makes us feel good &amp; leaves us happy &amp; comfortable.</li> <li>❖ Holding hands with friends, sharing meals, warm hug from loving parents.</li> </ul> <p><b>Unsafe (bad) touch</b></p> <ul style="list-style-type: none"> <li>❖ Anything that makes us feel unsafe, confused &amp; leaves us uneasy, excited or uncomfortable.</li> <li>❖ Touches involving our special parts that are private to us, touches that are told to be kept secret.</li> </ul>	Explaining	listening	video
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5 mins		<p><b>A good touch:</b> It can be explained as a way for people to show they care for each other &amp; help each other.</p> <p><b>Ex:</b> you can give include hugging, holding hands, or a parent changing a baby's diaper.</p> <p><b>A bad touch:</b> It can be explained as the kind you don't like &amp; would want to stop right away such as hitting, kicking, or touching private parts.</p> <p><b>For parents &amp; teachers</b></p> <ul style="list-style-type: none"> <li>✓ For younger kid, pay attention to who takes care of them (baby sitters, nursery teachers &amp; others). Usually they are fine but there are some very dangerous ones.</li> <li>✓ Teach children never to keep secrets.</li> <li>✓ Teach them the difference between good &amp; bad touches.</li> <li>✓ Teach young school aged children about sexual abuse &amp; the dangers.</li> <li>✓ Teach them to be brave to report it if it happens.</li> <li>✓ Teach teenagers how to avoid rape &amp; date rape.</li> </ul> <p><b>Welfare act</b></p> <p><b>The protection of children from sexual offences acts (2012).</b></p> <p><b>( new Delhi the 20<sup>th</sup> June 2012)</b></p> <p>An act protect children from offences of sexual assaults, sexual harassment &amp; pornography &amp; provide for establishment of special courts for trial of such offences &amp; for matters connected there with or incidental there to &amp; where as the state parties to the convention on the rights of the child are required to under take all appropriate, national, bilateral &amp; multilateral measures to prevent.</p> <ul style="list-style-type: none"> <li>• The inducement or coercion of a child to engage in any unlawful sexual activity.</li> <li>• The exploitative use of children in prostitution or other unlawful sexual practices.</li> <li>• The exploitative use of children in pornographic performances &amp; materials.</li> </ul>	Explaining	Listening	Video
2 mins	Discuss about the welfare act?		Explaining	listening	ppt

## **CONCLUSION:**

The above message has given to schoolers to take care of themselves with safe and secure from sexual abuses. Through the students the message will go to their known friends and neighbors, this education will helps them how to save themselves from the sexual abuse.

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பாடம் திட்டம்

“குழந்தைகள் பாலியல் முறைக்கேடு”


தலைப்பு	:	குழந்தைகள் பாலியல் முறைக்கேடு மற்றும் தடுப்பு முறைகள்.
குழு	:	ஆறாம் வகுப்பு மாணவர்கள்.
இடம்	:	வி.கே.வி.எம் கவர்மென்ட் பெண்கள் மேல்நிலை பள்ளி வேலப்பாடி, வேல்லூர்.
காலம்	:	45 நிமிடம்.
விரி-உரை தந்த விதம்	:	போதனை முறை.
போதனை உதவிய கருவி	:	கணிப்பொறி,

நேரம்	பங்களிக்கும் நோக்கம்	பொருளடக்கம்	ஆசிரியர் செயல்கள்	கற்றல் செயல்பாடு	ஒலி - ஒளி துணைக்கல் ம்
2 நிமிடம்	முன்னுரை	<p><b>முன்னுரை :</b></p> <p>குழந்தைகளை புறக்கணித்தலே முறைகேட்டிற்கு முதல் காரணம், புறக்கணித்தல் என்றால் சிறுவர்களின் பெற்றோரிடமிருந்து முறையான அன்பும், பராமரிப்பும் கிடைக்காததே என்பதாகும்.</p> <p>குழந்தை பாலியல் முறைகேடு என்றால் குழந்தைகளுக்கு பெரியவர்களாலோ அல்லது பெரிய குழந்தைகளாலோ ஏற்படும் வன்கொடுமையாகும்.</p> <p><b>புள்ளி விவரம் :</b></p> <ul style="list-style-type: none"> <li>❖ பதினெட்டு வயதுக்கு முன்னர் நான்கில் ஒரு பெண் குழந்தையும் ஆறில் ஒரு ஆண் குழந்தையும் பாலியல் முறைகேட்டிற்கு ஆளாகின்றனர்.</li> <li>❖ மூன்றில் ஒரு பங்கு பாலியல் தொந்திரவிற்கு ஆளாகுபவர்கள் 12 வயதிற்கும் குறைவானவர்களே.</li> <li>❖ 23.3 மில்லியன் குழந்தைகளில் அமெரிக்காவில் இன்று 1.8 மில்லியன் குழந்தைகள் கடுமையான பாலியல் முறைகேட்டிற்கு ஆளாகின்றனர்.</li> </ul>	கற்பித்தல்	கற்றுக் கொள்ளுதல்	



2 நிமிடம்	குழந்தைகளின் முறைகேடு வரையறை	<p><b>வயது:</b></p> <p>பாதிக்கு மேலான பெண்கள் (54%) மற்றும் முன்றில் ஒரு பங்கு (71%) ஆண்களும், தங்களுடைய பதினெட்டாவது பிறந்த நாளுக்கு முன்னரே கற்பிழக்கின்றனர்.</p> <p><b>குழந்தைகளின் முறைகேடு வரையறை:</b></p> <p>18 வயதிற்கு கீழ் உள்ள குழந்தைகளின் வெளிப்புறம் மற்றும் மனதில் ஏற்படும் காயங்கள், பாலியல் முறைகேடு அல்லது குழந்தைகளை துன்புறுத்தல் ஆகியவற்றிக்கு காரணமாகின்றவர்கள் பெற்றோர்கள் அல்லது குழந்தை பாதுகாலவர்களே.</p> <p><b>முறைகேட்டின் வகைகள்:</b></p> <ul style="list-style-type: none"> <li>➤ உடல் ரீதியான முறைகேடு</li> <li>➤ பாலியல் முறைகேடு</li> <li>➤ உணர்ச்சிகரமான முறைகேடு</li> <li>➤ புறக்கணிப்பு</li> </ul> <p><b>உடல் ரீதியான முறைகேடு:</b></p> <p>புற காயங்கள் தலையில் அடிபடுதல், மண்டையோட்டில் ஏற்படும் விரிசல், எலும்பு உடைதல், தீ காயங்கள் போன்றவை. தீவிரமான உள் உறுப்புகளின்</p>	கற்பித்தல்	கற்றுக் கொள்ளுதல்	கணிப்பொறி
10 நிமிடம்	முறைகேட்டின் வகைகள்	<p><b>உடல் ரீதியான முறைகேடு:</b></p> <p>புற காயங்கள் தலையில் அடிபடுதல், மண்டையோட்டில் ஏற்படும் விரிசல், எலும்பு உடைதல், தீ காயங்கள் போன்றவை. தீவிரமான உள் உறுப்புகளின்</p>	கற்பித்தல்	கற்றுக் கொள்ளுதல்	கணிப்பொறி 

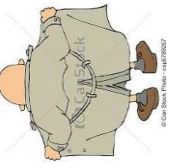



	சேதாரம், கணையங்களில் பாதிப்பு, உள் உறுப்புகள் கிழிதல், அடிவயிறு உப்புதல் போன்றவையும் ஏற்படக்கூடும்.	கற்பித்தல்	கவனித்தல்	கணிப்பொறி
	<p><b>பாலியல் முறைகேடு :</b></p> <p>தொண்ணூறு சதவீதம் பாதிக்கப்பட்டவர்கள் குழந்தைகள் மற்றும் குற்றவாளிகள் வயதான ஆண்களே, கற்பழித்தல், ஆண் மற்றும் பெண் உறவு கொள்ளுதல் போன்றவையும் முறைகேடேயாகும். எல்லா வயது குழந்தைகள் இவ்வகையான முறைகேட்டிற்கு ஆளாகின்றனர்.</p> <p><b>உணர்ச்சிகரமான முறைகேடு :</b></p> <p>குழந்தைகளுக்கு தேவையான அன்பும் ஆரவணப்பும் கிடைக்காததே உணர்ச்சிகரமான முறைகேடு ஆகும்.</p> <p><b>புறக்கணித்தல் :</b></p> <p>குழந்தைகள் சார்ந்து இருக்கும் பெரியோர்கள் சரிவர பராமரிக்காமல், தேவையானவற்றை கொடுக்காமல், முறையாக பராமரிக்காமல் விடுதலே புறக்கணித்தல் ஆகும். குத்துதல், அடித்தல், கிள்ளுதல், தீ காயங்கள், போன்றவையும் முறைகேடேயாகும்.</p> <p><b>பாலியல் முறைகேடு முன்னுரை :</b></p> <p>பாலியல் முறைகேடு தங்கள் உடல் உறுப்புகளை</p>	கற்பித்தல்	கவனித்தல்	கணிப்பொறி
பாலியல்				





<p>2</p> <p>நிமிடம்</p>	<p>முறைகேடு</p> <p>முன்னுரை</p>	<p>காட்சி பொருளாக்குதல், படம் பிடித்தல், விபச்சாரம் செய்தல் போன்றவையாகும். குழந்தைகள் பெரும்பாலும் வார்த்தைகளால் பலாத்காரம் செய்து பாலியல் முறைக்கேட்டிற்கு உள்ளாகின்றனர்.</p> <p><b>பாலியல் முறைக்கேட்டின் வரையறை:</b></p> <p>குழந்தை பாலியல் முறைகேடு என்பது தொடுதல் மற்றும் தொடாமலும் ஏற்படலாம்.</p> <p><b>தொடுதல் நடவடிக்கைகள் :</b></p> <ul style="list-style-type: none"> <li>✓ குழந்தைகளின் அந்தரங்க உள் உறுப்புகளை மகிழ்ச்சிக்காக தொடுதல்.</li> <li>✓ குழந்தைகளை மற்றவர்களின் உள் உறுப்புகளை தொட வைத்தல், பாலியல் விளையாட்டுகள் விளையாடுதல், அவர்களின் உடல் உறுப்புகள் ( விரல்கள், நாக்கு மற்றும் அந்தரங்க உறுப்பு) உள்ளே விடுதல், வாய்க்குள் விடுதல் போன்றவையாகும்.</li> </ul> <p><b>தொடாமல் செய்யும் முறைகேடு :</b></p> <ul style="list-style-type: none"> <li>✱ படங்களை குழந்தைகளுக்கு காண்பித்தல்</li> <li>✱ பெரியவர்களின் உள் உறுப்பை கட்டாயப்படுத்தி குழந்தைக்கு காண்பித்தல்.</li> <li>✱ குழந்தையை ஆபாசமாக படம் பிடித்தல்.</li> </ul>	<p>கற்பித்தல்</p>	<p>கற்றுக் கொள்ளுதல்</p>	<p>கணிப்பொறி</p> 
<p>2</p>	<p>தொடாமல் செய்யும் முறைகேடு</p>				

நிமிடம்	<p>❖ குழந்தைக்கு ஆபாச நடவடிக்கையை காண்பித்தல் மற்றும் கேட்கச் செய்தல்</p> <p>❖ குழந்தை ஆடையில்லாமல் குளியலறையில் இருப்பதை பார்த்தல்.</p> <p><b>பாலியல் முறைகேட்டின் புள்ளி விவரம் :</b></p> <p>✓ 30 சதவீதம் பாலியல், முறைகேடு கொடுமையால் பாதிக்கப்பட்டதாக பதிவாகி உள்ளது.</p> <p>✓ 2012ல் குழந்தைகள் கொடுமைப்படுத்தபடும் வழக்கில் 9.3 சதவீதம் பாலியல் முறைகேட்டினால் பாதிக்க பட்டுள்ளனர்.</p> <p>✓ 62,939 வழக்குகள் குழந்தை பாலியல் முறைகேட்டினால் பாதிக்கப்பட்டதாக பதிவாகியுள்ளது.</p> <p>✓ 2010இல் ஆயுதத்தை கொண்ட பாலியல் தாக்குதல் மற்றும் கற்பழிப்பு 12 சதவீதம் ஆகும்.</p> <p>✓ 2012 ஆம் ஆண்டிற்கான தேசிய அளவிலான கணக்கெடுப்பில் 3,46,830 கற்பழிப்பு மற்றும் பாலியல் முறைகேடு தாக்குதலால் 12 வயதிற்கான சிறுவர்கள் பாதிக்கப்பட்டார்கள் என பதிவாகியுள்ளது.</p> <p><b>பாலியல் முறைகேட்டின் வகைகள் :</b></p>	<p>பாலியல் முறைகேட்டின் வகைகள்</p>	<p>கற்பித்தல்</p> <p>கற்றுக் கொள்ளுதல்</p> <p>விளம்பர பலகை</p>
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7 நிமிடம்		<p><b>பாலியல் தகாத உறவு</b></p> <p>குழந்தை பாலியல் முறைகேடு வகைகளில் இதுவே மிகவும் பொதுவான வகையாகும். இந்த பாலியல் தகாத உறவு என்பது குடும்ப உறுப்பினர்களான தாய் அல்லது தந்தை உட்பட அத்தைகள், மாமாக்கள், உறவினர்கள் மற்றும் இரண்டாவது பெற்றோர்களால் ஏற்படுகின்றன.</p> <p><b>மானபங்கம் :</b></p> <p>இவ்வகையான பாலியல் முறைகேடு என்பது அநாகரீகமாக தொடுதல், தழுவுதல், முத்தம் கொடுத்தல், ஒற்றை அல்லது பரஸ்பர சுய இன்பம், மற்றும் வாய்வழியாக பிறப்புறுப்புகளை தொடுதல் ஆகும்.</p> <p><b>கண்காட்சி :</b></p> <p>அநாகரீகமாக பெரியவர்களின் பிறப்புறுப்புகளை குழந்தைகளுக்கு அம்பலப்படுத்துதல்.</p> <p><b>ஆபாசம் :</b></p> <p>பாலியல் உறுப்புகளை அச்சிடப்பட்ட தாள்களை கொண்டு அல்லது காட்சி பொருள் கொண்டு வெளிப்படையாக விளக்கம் அளித்து பாலியல் உற்சாகத்தை தூண்டுதல்.</p>	<p>கற்பித்தல்</p> <p>கற்றுக் கொள்ளுதல்</p>	<p>கணிப்பொறி</p>  <p>கணிப்பொறி</p>  <p>கணிப்பொறி</p>
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	<p style="text-align: center;"><b>பாலியல் முறைக்கேடு செய்ப்பவர்களின் உக்திகள்</b></p>	<p><b>குழந்தை விபச்சாரம் :</b></p> <p>12 வயதிற்குட்பட்ட குழந்தைகளை விபச்சாரத்தில் ஈடுபடுத்தி லாபம் கண்டடைதல்.</p> <p><b>பாலியல் இச்சை :</b></p> <p>பருவமடையாத குழந்தைகளை கொண்டு பாலியல் உணர்ச்சிகளில் திருப்பதிப்படுதல்.</p> <p><b>பாலியல் முறைக்கேட்டிற்கான காரணங்கள் :</b></p> <ul style="list-style-type: none"> <li>❖ வறுமை</li> <li>❖ பற்றாக்குறை கல்வி</li> <li>❖ திருமண வாழ்வில் பிரச்சனைகள்</li> <li>❖ அடிக்கடி முகவரி மாற்றுவது</li> <li>❖ குடும்ப உறப்பினர்களுக்கு இடையில் பிரச்சனைகள்</li> <li>❖ கூட்டுக் குடும்பத்தினரின் ஆதரவு இல்லாமை</li> <li>❖ சமூகத்திலிருந்து தனிமைப்படுத்துதல்</li> </ul> <p><b>பாலியல் முறைக்கேடு செய்பவர்களின் உக்திகள் :</b></p> <p>➤ குழந்தைகளிடம் இருந்து அதிகம் எதிர்பார்த்தல் அல்லது பெற்றோர்கள் பிள்ளைகளிடம் முறைக்கேடாக நடந்துக்கொள்ளுதல்.</p>	<p style="text-align: center;"><b>கற்பித்தல்</b></p>	<p style="text-align: center;"><b>கற்றுக் கொள்ளுதல்</b></p>	<div style="text-align: center;">  <p><b>கணிப்பொறி</b></p> </div> <div style="text-align: center;">  <p><b>கணிப்பொறி</b></p> </div> <div style="text-align: center;">  <p><b>கணிப்பொறி</b></p> </div> <div style="text-align: center;">  <p><b>கணிப்பொறி</b></p> </div>
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<p>2 நிமிடம்</p>	<p>➤ குழந்தைகளை வளர்க்கும்முறை அறியாதிருத்தல். ➤ மன அழுத்தம் ➤ பணிச்சுமை</p> <p><b>ஆபத்தான காரணிகள்:</b></p> <ul style="list-style-type: none"> <li>✓ குழந்தைகளின் பாலியல் முறைக்கேடு சமுதாயம் மற்றும் பொருளாதாரம் வேறுபாடின்றி அனைத்து தரப்பினரிடமும் காணப்படுகின்றன.</li> <li>✓ குழந்தை பாலியல் முறைக்கேட்டிற்குரிய முக்கிய காரணிகள், சமுதாயத்தில் ஒதுக்கப்பட்ட குழந்தை துண்புறுதல்.</li> <li>✓ உடல் ரீதியாகவும், மனரீதியாகவும் பாதிக்கப்பட்டு மன அழுத்தத்திற்கு உள்ளாவார்கள்.</li> <li>✓ குடும்பப் பிரச்சனைகள், படித்தந்தை உடன் வாழ்வு, மணவாழ்வில் பிரச்சனைகள் போன்றவற்றால் 5 வயதுக்குட்பட்ட குழந்தைகள் பாதிக்கப்படுகின்றனர்.</li> <li>✓ ஒரு குடும்பத்தைச்சார்ந்த குழந்தை மனரீதியாகவோ உடல் ரீதியாகவோ பாதிக்கப்பட்டு இருத்தல்.</li> <li>✓ பொருளாதார குறைபாடு (அ) வேலையின்மை</li> <li>✓ சமுதாயத்தில் புறக்கணிக்கப்பட்ட குடும்பம்</li> <li>✓ குழந்தை வளர்ப்பு முறை அறியாதிருத்தல்</li> <li>✓ மதுபானத்திற்கு அடிமையான பெற்றோர்கள்.</li> </ul> <p><b>பாலியல் முறைக்கேட்டின் அறிகுறிகள் :</b></p>	<p>கற்பித்தல்</p> <p>கற்றுக் கொள்ளுதல்</p>	<p>கணிப்பொறி</p> 
	<p><b>பாலியல் முறைக்கேட்டின் அறிகுறிகள்</b></p>		


<p>10</p> <p>நிமிடம்</p>		<p><b>உடல் ரீதியான அறிகுறிகள்:</b></p> <ul style="list-style-type: none"> <li>✓ பிறப்புறுப்பின் வலியால் உட்கார, நடக்க இயலாமை.</li> <li>✓ வயதிற்கு மீறிய பாலியல் செயல்பாடுகளில் ஆர்வம் காட்டுதல்</li> <li>✓ பிறரைக் கவரும் ஆர்வம்</li> <li>✓ காரணமின்றி குறிப்பிட்ட நபரை தவிர்த்து விடுதல் (அ) மறைத்துக் கொள்ளுதல்.</li> <li>✓ பிறர் முன் உடைமாற்ற விரும்பாமை.</li> <li>✓ பாலியல் தொற்று நோய்களுக்கு இளம்பருவத்தினர் பாதிக்கப்படுகின்றனர்.</li> <li>✓ கர்பம் தரித்தல், வீட்டை விட்டு வெளியேறுதல்.</li> <li>✓ உடல் உறுப்புகளுக்கு தெளிவற்ற புதிய சொற்களை பயன்படுத்துதல்.</li> <li>✓ பாலியல் முறைக்கேட்டில் பாதிக்கப்பட்ட குழந்தைகள், வயிற்றுப்போக்கு, படுக்கையில் சிறுநீர்கழித்தல், சாப்பிட இயலாமை, சிறுநீர் கழிக்கும் போது பிறப்புறுப்பில் வலியின் அறிகுறிகள்.</li> <li>✓ கண்ணில் எரிச்சல், திரவம் வெளியாதல், அடிக்கடி தலைவலி, தூக்கமின்மை, வயிற்று வலி</li> <li>✓ வாய், தொண்டை, பிறப்புறுப்பு பகுதிகளில் நகக் கீரல்கள், குதறிய காயங்கள்.</li> <li>✓ இரத்தக்கரை, இரத்தம் கட்டிக்கொள்ளுதல், பழுதான உடல் உறுப்புகள்.</li> </ul>	<p>கற்பித்தல்</p> <p>கவனித்தல்</p>	<p>கணிப்பொறி</p> 
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		<p>✓ சிறுநீர்கழக்கும்போது வலி ஏற்படுதல், பிறப்புறுப்பில் எரிச்சல் மற்றும் வீக்கம்.</p> <p>✓ சிறுநீர் பாதை நோய் தொற்று.</p> <p><b>சமூக நடத்தை :</b></p> <ul style="list-style-type: none"> <li>◆ மதுபானத்திற்கு அடிமையாகுதல்.</li> <li>◆ போதைப் பொருள்களால் பாலியல் நடத்தைகளில் அதிக ஆர்வம் கொள்ளுதல்.</li> <li>◆ வகுப்புகளை புறக்கணித்தல், படிப்பில் முன்னேற்றமின்மை, எப்பொழுதும் பயப்படுதல்</li> <li>◆ அனைத்து வழக்கமான செயல்பாடுகளை தவிர்த்துவிடுதல்.</li> </ul> <p><b>மனரீதியான அறிகுறிகள் :</b></p> <ul style="list-style-type: none"> <li>✱ பயம். வியர்த்தல், செயல்பட முடியாமை, குற்றமான மனசாட்சி மற்றும் அவமானங்கள்.</li> <li>✱ பொறுப்பற்றத்தன்மை, தனிமைப்படுத்திக் கொள்ளுதல் , புறக்கணிக்கப்படுதல்.</li> <li>✱ கோபம், கவலை, நடந்ததவற்றை நினைவுக்கூறல்</li> </ul> <p><b>பாலியல் முறைக்கேடின் பின்விளைவுகள் :</b></p>	<p>கற்பித்தல்</p>	<p>கவனித்தல்</p>	<p>விளம்பர பலகை</p>
	<p><b>பாலியல் முறைக்கேடின் பின்விளைவுகள்</b></p>				

<p>5</p> <p>நிமிடம்</p>		<p><b>உடல் ரீதியான பிரச்சனைகள் :</b></p> <ul style="list-style-type: none"> <li>➤ இறப்பு</li> <li>➤ உடல் ஊனமுறுதல், மற்றும் உடல் நலக் குறைபாடுகள்</li> <li>➤ கற்றலில் குறைபாடுகள், கவனக்குறைபாடு</li> <li>➤ போதைப் பொருள்களுக்கு அடிமையாதல்</li> </ul> <p><b>நடத்தைப் பிரச்சனைகள்:</b></p> <ul style="list-style-type: none"> <li>❖ முறட்டுச்சுணம் மற்றும் பழிவாங்கும் எண்ணம்</li> <li>❖ பிறரைக் காரணமின்றி துன்புறுத்துதல்.</li> <li>❖ தனிமையாக இருத்தல், தற்கொலை முயற்சி, வரம்பு மீறல்</li> </ul> <ul style="list-style-type: none"> <li>❖ பல நபர்களுடன் அடிக்கடி பால் உணர்வுசெய்துக் கொள்ளுதல்</li> <li>❖ இளவயது கர்பம் அடைதல்</li> </ul> <p><b>உணர்வு பூர்வமான பிரச்சனைகள் :</b></p> <ul style="list-style-type: none"> <li>✓ தாழ்வு மனப்பான்மை</li> <li>✓ உறவுகளில் பிரச்சனைகள், நம்பிக்கமின்மை</li> <li>✓ நெருங்கி பழக முடியாமை.</li> </ul>	<p>கற்பித்தல்</p> <p>கற்றுக் கொள்ளுதல்</p>	<p>கணிப்பொறி</p>  <p>கணிப்பொறி</p>
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10	தொடுதல்களின் வேறுபாட்டை குழந்தைகள் அறியச் செய்தல்:	<p>◆ பிரச்சனைக் குறிய நிகழ்வுகளை குடும்பத்தினருடன் அடிக்கடி பகிர்ந்துக் கொள்ளுதல்.</p> <p>◆ குற்றம் புரிந்தோரை தண்டிக்க எழுத்துப் பூர்வமான அனுமதி கடிதத்தை தொடர்புடைய அலுவலரிடம் பெற்றுக் கொள்ளுதல்.</p> <p><b>நல்ல மற்றும் கெட்டத் தொடுதல்களின் வேறுபாட்டை குழந்தைகள் அறியச் செய்தல்:</b></p> <p><b>பாதுகாப்பான நல்ல தொடுதல் :</b></p> <ul style="list-style-type: none"> <li>❖ சந்தோசப்படுத்தக் கூடிய நல்லத்தொடுதல் குழந்தைகளுக்கு மகிழ்ச்சி அளிக்கிறது.</li> <li>❖ நல்ல நற்பண்புகளுடன் கைக்கொடுப்பதும் உணவைப் பகிர்ந்துன்பதும், அன்பான பெற்றோருடைய இனிய பாதுகாப்பான அரவணைப்பு. மக்கள் ஒருவருக்கொருவர் உதவிசெய்வது மற்றும் பராமரிப்பது எப்படி என்பதை விவாதித்தல்.</li> </ul> <p><b>(உதாரணம்) கட்டி அனைத்தல், கைப்பிடித்துக் கொள்ளுதல்.</b></p> <p><b>பாதுகாப்பற்ற தவறானத்தொடுதல்:</b></p> <ul style="list-style-type: none"> <li>❖ பாதுகாப்பற்ற செயல்கள் மனதிற்கு சந்தோசப்படுத்தாத எவ்வித தொடுதல் குழந்தைகளுக்கு அசுகரியத்தை</li> </ul>			<p>கணிப்பொறி</p> 
					<p>கற்றுக் கொள்ளுதல்</p>

<p>5</p> <p>நிமிடம்</p>	<p>சமூக நல சட்டங்கள்</p>	<p>விளைவிக்கிறது.</p> <p>❖ உடலின் மறைஉறுப்புகளை தவறான எண்ணத்துடன் தொடுவது.</p> <p>(உதாரணம்) கெட்டத்தொடுதல் - மறைஉறுப்புகளைத் தொடுவது, உதைப்பது, அடிப்பது போன்ற விரும்பாத செயல்கள் ஆகியவை பாதுகாப்பற்ற தவறான தொடுதல்.</p> <p><b>பெற்றோர் மற்றும் ஆசிரியர்களுக்கு :</b></p> <p>✓ பச்சிளங் குழந்தைகளை கவனிப்பவர்கள் மீது அதிக அக்கறை இருத்தல். பொதுவாக அவர்கள்</p> <p>நல்லவர்களாக இருந்தாலும் சிலர் மிக ஆபத்தானவர்கள்.</p> <p>✓ குழந்தைகள் எதையும் மறக்காமல் வெளிப்படையாக எல்லாவற்றையும் பகிர்ந்துக் கொள்ள கற்பித்தல்.</p> <p>✓ நல்ல மற்றும் கெட்டத் தொடுதல்களின் வேறுபாட்டை கற்பித்தல்</p> <p>✓ பள்ளி செல்லும் குழந்தைகளுக்கு பாலியல் கொடுமைகள் மற்றும் அதன் அபாயங்களைப் கற்பித்தல்.</p> <p>✓ பாலியல் முறைகேடு நடந்தால் தைரியமாக உரிய இடத்தில் புகார் செய்தல்.</p>		<p>படம்</p>
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<p>2</p> <p>நிமிடம்</p>		<p>✓ இளம் பருவத்தினருக்கு கற்பழிப்பை தவிர்ப்பது எப்படி என்பதை கற்பித்தல்.</p> <p><b>சமூக நலச்சட்டங்கள் :</b></p> <ul style="list-style-type: none"> <li>❖ பாலியல் குற்றங்களை தடுக்கும் சட்டங்கள்</li> <li style="text-align: center;"><b>புது தில்லி ஜூன் - 20 (2012)</b></li> <li>❖ சிறு குழந்தைகளை பாலியல் வன்முறைகள், பாலியல் தொந்தரவுகள், இழி பொருள் ஓவியம் போன்றவற்றிலிருந்து பாதுகாத்தல், பாலியல் குற்றங்களை விசாரிக்க சிறப்பு நீதி மன்றங்களை உருவாக்குதல். அரசியல் கட்சிகள் மற்றும் மத்திய மாநில அரசுகளுடன் இணைந்து குழந்தைகளுக்கு எதிரான பாலியல் வன்கொடுமைகளை எதிர்க்க, தவிர்க்க நடைமுறை சட்ட திட்டங்களை கொண்டு வருதல்.</li> </ul> <p><b>குழந்தைகளுக்கு எதிரான வன் கொடுமைகள் :</b></p> <ul style="list-style-type: none"> <li>◆ சட்ட விரோதமாக பாலியல் நடத்தைகளுக்கு குழந்தைகளைத்தூண்டி உட்படுத்துதல்.</li> <li>◆ குழந்தைகளை சட்ட விரோதமான பாலியல் பழக்க வழக்கங்களுக்கு அடிமைப்படுத்தி விசாரிப்பதில் ஈடுபடுத்துதல்.</li> </ul>	<p>கற்பித்தல்</p> <p>கற்றுக் கொள்ளுதல்</p>	<p>கணிப்பொறி</p>
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			<p>◆ குழந்தைகளை செயல்பாடுகளில், மற்றும் அதன் நிகழ்ச்சிகளில் ஈடுபடச் செய்தல்.</p>				
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